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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) the first days on the job, (2) employer-employee relationships, (3) interpersonal relationships with co-workers, and (4) changing jobs. The course deals with specific problems and the natural fears of the beginner, discussing forms, rules, qualities necessary to get along with employer and co-worker, and changing jobs to meet long-range goals. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

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HOW TO KEEP A JOB

ORIENTATION & EXPLORATION

ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK UNIT
IN
HOW TO KEEP A JOB

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CONTENTS

		Page
	Introduction and Acknowledgments	ii
I.	Rationale	1
II.	Subject Matter Outline	2
III.	Unit Objectives	3
IV.	Suggested Interest Approach	3
V.	Lesson Plans	5
VI.	Resource Lists	41
	Books, Bulletins and Other Printed Material	41
	Films	45
	Filmstrips	46
	Games	48
	Multi-Media Kits	49
	Posters	50
	Transparencies	51
VII.	Student Materials	52
VIII.	Transparency Masters	100
IX.	Bulletin Board Ideas	124
X.	Learning Packets	126
	No. 1. How To Make a Good Impression	126
	No. 2. How to Keep a Job	159
	No. 3. Language Master Series	178

Introduction

This unit, "How to Keep a Job," is one of the series of the "Orientation to the World of Work" units designed for special vocational education teachers who have disadvantaged and handicapped students in their classes. There are nine other units in the series:

Occupational Safety
Learning About Jobs
Getting a Job
Introduction to Orientation to the World of Work
Personal Development
Self-Appraisal for Employment
The Role of Work in Our Society
Taxes Affecting the Worker
Handling Your Paycheck

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Unit: HOW TO KEEP A JOB

I. Rationale

Many students do not realize that there are some basic rules and qualifications necessary for keeping a job. This unit is designed to present some of these basic rules and qualifications which are an important area of study for all high-school students. The unit is directed to those disadvantaged and handicapped students who do not receive the environmental experiences conducive to job success.

All disadvantaged and handicapped students will become participating members in our society. Their chances of attaining some measure of success will depend largely upon the ability to make a living. In order to reach a maximum level of economic sufficiency, these students must develop the necessary skills for holding a job. In this unit these special needs will be met.

The unit will introduce students to the knowledge, concepts, and attitudes that are prerequisite for successful work experiences in an "Orientation to the World of Work" program. It should be taught before the students are placed in actual job situations.

Included in the unit are a combination of vocational and modified academic instruction that provides the dual educational opportunities of acquiring vocational skills and knowledge pertinent to holding a job, as well as basic knowledge in the fields of math, science, English, and social studies. This dual approach will enable the students to reach the maximum personal development, including employment potential, within their ability.

II. Subject Matter Outline

A. First Days on the Job
   1. What to Expect
   2. Forms to Fill Out and Understand
   3. Beginner's Problems and Natural Fears
   4. How to Get Off to a Good Start

B. Employer-Employee Relationships
   1. What the Employer Expects
   2. How to do a Good Job
   3. What to Expect from the Employer

C. You and Your Co-Workers
   1. Fitting in as a Beginner
   2. Establishing Good Work Relationships
   3. Handling Difficult Situations

D. Changing Jobs
   1. Being Dismissed
   2. How to Resign
   3. Getting a Promotion

III. Unit Objectives

The student will

1. Explain how knowledge of "First Days on the Job" will help him be a more capable worker.
2. Identify specific rules relative to getting along with an employer.
3. List the qualities necessary in getting along with his co-workers.
4. Describe how and when it would be desirable to change jobs for greater career satisfaction and to meet long-range goals.

IV. Interest Approach

(Select the most appropriate.)

A. Start the preparation of a personal notebook to which the student will add materials during the study of this unit. (Instructions for the preparation of such a notebook are given on p. 50 of the Student Materials Section of this unit.)

B. Show the filmstrip "The ABC's of Getting and Keeping a Job," available on free loan from Teachers' Resource Center, D/H, U.K.

C. Show the film "How to Keep a Job," available from Audio-Visual Services, U.K.

D. Invite a resource person to relate his experiences as a beginning worker. Possible resource persons:

   (1) A former student who is now working part time

(2) A young adult who is successfully employed
(3) An employer

(The resource person should cover the importance of good employee behavior, appearance, and health and physical conditions in his discussion.)

E. Discuss Bulletin Board ideas as:

"Are You Downgrading Your Future?" p. 115
"People Form Opinions of Us by the Way We Act," p. 115
"Become Aware of the Necessity of Good Habits," p. 115

MAJOR CONCEPT: A. First Days on the Job

SUPPORTING CONCEPT:

1. What to Expect
2. Forms to Fill Out and Understand
3. Beginner's Problems and Natural Fears
4. How to Get Off to a Good Start

PERFORMANCE OBJECTIVES: The student will

1. Describe some of the things he must do on his first day at work in order to get acquainted with his job, his employer, and his co-workers.
2. Fill out and/or describe what is meant by:
   a. W4 Form
   b. K4 Form
   c. Time card
   d. Payroll deductions
3. Give possible workable solutions to overcoming the fears associated with work as described in selected case situations.
4. Identify a few simple rules to follow which contribute to success.

A. FIRST DAYS ON THE JOB 1. WHAT TO EXPECT

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Set the stage by talking about some of the things the new worker will be required to do and find out about the first day. View a filmstrip which describes what to expect when beginning a job. and/or	Same.	Suggested bulletin board idea: "The Spotlight is on You," p. 114 Filmstrip: No. 10. "Your First Week on the Job"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Research materials which describe responsibilities of the employee. and/or		Books: No. 19. Opportunity Knocks Series No. 27. You're Hired No. 23. What Employers Want No. 26. Your Personality and Your Job No. 3. Effective Secretarial Practices
Resource person: Invite a person who is presently employed to tell about his first days on the job. Note to Teacher: The teacher and students should develop an outline which covers the points they feel should come out of the presentation. After the visit, class should further discuss, and the teacher should clarify any misunderstandings. Prepare a thank-you note for the visitor.	Same. Note to Teacher: Be sure resource person is one who can communicate well with the handicapped.	Resource person
and/or		
Listen to a cassette tape on problems to expect when you are new on the job.	Same.	Teacher-made tapes (D/H) Multi-media Kit: No. 1. "The World of Work 1: On the Job" --Lesson Tape 1, "The First Few Days" --Lesson Tape 2, "Getting Help and Information"
Evaluation: Describe in one paragraph things one must do to get acquainted with his job, his employer and his co-workers.	Same, except orally.	

A. FIRST DAYS ON THE JOB 2. FORMS TO FILL OUT AND UNDERSTAND

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a sample paycheck with an attached deduction stub. Compare the difference between net and gross pay. Note to Teacher: Explain each deduction. Call attention to the difference between net pay and gross pay.		Transparency Master: "A Typical Payckeck," p. 85
View forms W4, K4 and insurance forms which the employers are required to keep on file.		Transparency Masters: "W4 Form," pp. 86-87 "K4 Form," p. 88
Discuss purposes of these forms.		
Evaluation: Fill out the following forms accurately: W4 K4 Time card Note to Teacher: Use real forms if available. Forms W4 and K4 may be obtained from local IRS Office.	Same.	Insurance forms Transparency Masters: "Form W4," pp. 86-87 "Form K4," p. 88 "Time Card," p. 89

A. FIRST DAYS ON THE JOB 3. BEGINNER'S PROBLEMS AND NATURAL FEARS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
List and discuss four problems that are faced by a beginning worker.	Same.	Books: No. 12. Jobs In Your Future, ch. 6 No. 6. A Good Worker No. 7. Good Work Habits
Read and listen to case studies of problems to expect on the job. Answer the questions relative to these problems.	Same. Note to Teacher: Use as an individual activity.	Student Materials: "To Speak or Not to Speak," p. 53 "Negative vs. Positive," p. 54
Role play: Dramatize the case studies above to demonstrate and discuss the proper channels to take when working with people in the various situations. Note to Teacher: In role-play situations create a permissive atmosphere that promotes spontaneity and free expression of feelings and attitudes. and/or	Same. Note to Teacher: Additional examples of appropriate cases may be found in the Turner-Livingston Career Guidance Series.	Books: No. 8. Holding a Job No. 6. A Good Worker No. 2. Business Behavior No. 19. Opportunity Knocks Series No. 20. Training for a Job (Turner-Livingston Career Guidance Series)
View a film or a filmstrip and listen to a cassette tape of a script which explores typical on-the-job conflicts. and/or	Same.	Filmstrip: No. 9. "Trouble At Work" --"Lack of Ambition" --"Absenteeism--Hazing" --"Failure to Communicate" Film: No. 1. "Anger At Work"
Listen to a lesson tape on some natural fears of the new worker, such as those dealing with extra work assignments, safety, and handling finances. Discuss the (continued)	Same.	Multi-media Kit: No. 2. "World of Work--On the Job," Discussion Tapes, A-1, A-2, and C. Student Record Booklets

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
episode on the lesson tape and answer the questions in the student record booklet. and/or		
View films on natural fears associated with first days on the job. and/or	Same.	Films: No. 3. "Personal Appearance" No. 5. "Your Job--Fitting In" Filmstrip: No. 3. "Getting Along With Others" Series --"You're in Public"
Develop ways of eliminating factors that prove to be problems on the job through completing training exercises.	Same.	Multi-media Kit: No. 1. "Human Relations Kit" --"Training Exercises," in the Overview; and Exercise 3, "Preventing Job Problems"
Read and do the exercises in the book Jobs In Your Future.	Read and discuss the illustrated fictional booklet about some of the feelings a new employee has on his first job.	Books: No. 21. Take It Slow (H) No. 12. Jobs In Your Future --"The New Man," ch.4
Role play some of the feelings a new employee has on his first job.	Same. Note to Teacher: Students may be assigned to imitate a major character described in the booklet Take It Slow.	
Summarize: List on chalkboard some of the natural fears to expect on the first job.	Same. Copy this list in the notebook.	

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TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Evaluation: Describe (in a one-page paper) ten specific suggestions for helping a new worker overcome fears associated with his first days on the job.	Same. Describe five specific suggestions.	

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TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Brainstorm and list facts one should find out about a job.	Same. Make competitive game.	Book: No. 11. The Job Ahead
Compare the list developed with the teacher's handout sheet to see whether all of the needed items have been included. Discuss the importance of each in class. and/or	Same.	Student Materials: "A List of Things You Should Find Out About the Job," p. 55
Complete notebook assignment suggested in the interest approach, p. 3 on "Basic Job Facts." Note to Teacher: This long-range assignment requires information to be collected out of class. It is more appropriate for students who already have part-time jobs. It may be utilized in other ways, however, such as having students analyze jobs of relatives or selected jobs within the school, pretending they are going to be employed in these. It may be used as a guide of points to observe while visiting a worker on the job.	Note to Teacher: Omit notebook assignment. Use "Basic Job Facts" as a guide for points to observe while visiting a worker on the job. Suggest visiting a worker in the school.	Student Materials: "Basic Job Facts," pp. 56-63
Listen to a taped lesson on company rules and customs. Discuss each episode in the tapes and answer the discussion questions orally. Note to Teacher: Have students arrive at their own conclusions in open discussion. Keep the discussion (continued)	Same.	Multi-media Kit: No. 2. "The World of Work," Tape No. 10, "Company Rules and Company Customs" Teacher's discussion guide with the multi-media kit above Student Record Booklet

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
focused by bringing out possible answers and assisting group in arriving at a concensus of opinion. Answer study questions related to above tape in the student record booklet. Note to Teacher: If the tapes are not available as resource materials, talk about company rules and customs from your own work experience. Point out the fact that some companies publish employees' handbooks.		
View transparencies which describe success during the first days on the job.	Same. Discuss handout which lists points to expect when beginning a job.	Transparency: No. 2. "Succeeding At Work" Subset No. 2. "Good Manners At Work" Subset No. 3. "Learning More About Your Job" Student Material: "Get Off to a Good Start," p. 51
Establish a criterion for acceptable manners and habits that would increase your confidence in your first days on the job.	Same.	Books: No. 2. Business Behavior No. 16. Manners No. 3. Effective Secretarial Practice No. 4. Executive Profile
Complete Lesson I in workbook "Keeping That Job."		Book: No. 14. Keeping That Job
Follow-up: Improve your vocabulary "for the job" while studying this unit. Keep a list of the words for which you do not know the meanings or how to spell. Use the dictionary to locate definitions and to correct spellings. Prepare for (continued)	Same.	Student prepared vocabulary list

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
a vocabulary test on your list at the end of the unit. Evaluation: Identify ten simple rules to follow which would contribute to success on the job.	Same, except limit to five.	

MAJOR CONCEPT: B. Employer-Employee Relationships

SUPPORTING CONCEPTS:

1. What the Employer Expects
2. How to Do a Good Job
3. What to Expect from the Employer

PERFORMANCE OBJECTIVES: The student will

1. Verbalize what the employers expect of employees in regard to completion of work, following instructions, personal appearance, absenteeism, and personal conduct.
2. Distinguish between good and bad work habits and attitudes.
3. Verbalize what employees may expect of employers.

B. EMPLOYER-EMPLOYEE RELATIONSHIPS 1. WHAT THE EMPLOYER EXPECTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View transparencies which describe what an employer wants and has the right to expect from an employee. Note to Teacher: A cassette recording may be taped for the script.	Same.	Learning Packet: No. 1. "How to Make a Good Impression," pp. 116-148
Research appropriate reading material, and tell what you think employers expect from employees. Write a short definition of each of the words from the transparency series "How to Make a Good Impression." Define these in terms of their importance to successful work relationships with the employer.	Tell what you think is meant by five of the terms which are related to holding a job such as ability, initiative, honesty, responsibility, good attendance, punctuality, courtesy, and good grooming.	Books: No. 5. Getting and Holding a Job No. 23. What Employers Want No. 6. A Good Worker No. 9. How to Get a Job and Keep It No. 8. Holding a Job No. 13. Job Safety No. 15. Making It on Your Own (continued)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
		Student Material: "Desirable Characteristics an Employer Looks for in His Employees," p. 64
Listen to a tape that explains the qualities an employer expects in am employee. and/or	Same.	Learning Packet: No. 2. "How to Keep a Job" tape script, pp. 150-152
View film or filmstrip which describes successful employer-employee work relations.	Same.	Films: No. 2. "How to Keep a Job" No. 8. "Your Job--You and Your Boss" Filmstrips: No. 1. "The ABC's of Getting and Keeping a Job" No. 4. "Job Finding"
Listen to a tape recorded lesson or view filmstrips about employer-employee relationships (how to get along with the boss, having respect.	Same.	Filmstrips: No. 1. "The ABC's of Getting and Keeping a Job" No. 2. "Achieving Success in the World of Work" No. 3. "Getting Along with Others" Multi-media Kit: No. 2. "The World of Work" Tape No. 8. "Supervisors Are Human Too" Tape No. 11. "Stick Up for Your Rights" Tape No. 7. "Excuses"
Answer the questions in the student record booklet accompanying the above tapes. and/or	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Dramatize work situations, emphasizing the employer's point of view. Note to Teacher: Encourage students to consider some of the responsibilities employers have and how these responsibilities influence the boss's behavior in the work situation.	Same.	Student Material: "Role Playing," p. 66
Group Discussion: Discuss some of the problems that may confront an employer due to the fault of an employee.	Same.	
Brainstorm: List on chart or chalkboard the problems discussed. Entitle the chart "Seeing the Employer's Point of View." Note to Teacher: Encourage and compliment any ideas. Do not allow group members to criticize or ridicule any ideas.	Same.	
Listen to the taped lessons which describe the results of missing work.	Same.	Multi-media Kit: No. 2. "World of Work 1: On the Job," Discussion Tape B-2 "That's Part of Your Job" "You'd Better Get Up On Time" "Too Many Days Absent"
Discuss the situations from the discussion tape above. (The narrator will stop at intervals and ask leading questions to promote the discussion.)	Same.	Discussion guide with above kit

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss reasons listed. Copy them in your notebook. Title the list "Missing Work."	Same.	Student Notebook
List on the chalkboard all "acceptable" reasons for missing work.		
List on the chalkboard all the "unacceptable" reasons for missing work.	Same.	
Summary: View and discuss the transparency on the employee's responsibility to management.	Same.	Transparency Master: "An Employee's Responsibility to Management," p. 90
Evaluation: Complete the exercises at the end of Learning Packets 1 and 2 which describe employers' expectations of employees in regard to completion of work, following instructions, personal appearance, absenteeism and personal conduct.		Learning Packets Nos. 1 and 2.

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TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display poster on good work habits.	Same.	Poster: No. 1. "Pete Saves the Day"
View a film or transparencies which will give cues for developing sound work attitudes, values, and ethics. and/or	Same. Read these rules orally.	Transparency: No. 2. "Succeeding at Work," Subset #4--"Following the Rules" Book: No. 1. A Book About You
View transparencies which will help the first-time job holder to develop sound work habits and attitudes toward safety habits on the job. and/or	Same.	Transparency: No. 2. "Succeeding at Work," Subset #5--"Keeping Safe at Work" Subset #6--"Keeping Healthy at Work"
View selections from a transparency series on personal development which are devoted to the development of a specific personal trait or work habit needed to help insure success on the job.	Same.	Transparency: No. 1. "Personal Development Series," Subsets: "Personality-Ability," "Promote-Ability," and "Quality-Ability"
Complete exercise from workbook which accompanies the above transparency series.	Same.	Workbook which accompanies above transparency set
View cartoons and write a short paragraph under each picture telling what is being done incorrectly and how to correct it.	Same. Note to Teacher: Prepare flash cards with "Unemployed Uglies" and permit students to react. May be presented as a game.	Books: No. 21. Unemployed Uglies No. 13. Job Safety

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TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
Summarize do's and don'ts on the job by making a list. Refer to reading references and what has already been presented in class through visual aids.	Same. Note to Teacher: May wish to prepare and use a transparency to guide students.	Teacher-made transparency Books: No. 23. What Employers Want No. 17. Occupational Essentials No. 7. Good Work Habits No. 12. Jobs in Your Future, ch. 6 No. 21. Training for a Job No. 22. Unemployed Uglies No. 4. Executive Profile No. 8. Holding a Job
Culminating Activities: Committee work: Collect and display reject items from local industries to show results of inadequate work performance through poor work habits. Collect and display quality products and compare the difference.	Same.	Local industry
and/or		
Resource person: Invite a former classmate from work-study to talk to class and answer predetermined questions on what he has to do in order to be a good worker. Note to Teacher: Choose a respected, well-adjusted worker. Prepare the class by listing pertinent questions to ask the resource person.	Same.	Suggested resource person: Former work-study student
and/or		

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Develop a bulletin board display showing desirable work habits to be developed.	Same. Note to Teacher: Cartoon-like pictures either drawn or clipped from magazines or coloring books may be used to illustrate good work habits.	Bulletin Board Ideas: No. 1. "Footsteps to Success," "Enthusiasm," "Keys to Success," p. 114
Develop a chart listing good work habits. Title the chart "Good Work Habits." Complete Lesson II in workbook on "Keeping that Job."	Same. Cut out pictures which illustrate good work habits to paste on chart.	Books: No. 14. Keeping That Job, Lesson II No. 6. A Good Worker No. 7. Good Work Habits No. 13. Job Safety No. 19. Opportunity Knocks Series Transparency Master: "Important Factors Affecting Work Habits," p. 91
Select one work habit from the chart as a subject for a report. The paper whould show how well the particular work habit chosen is understood. Note to Teacher: These may be assigned or students may choose their subject, but each of the work habits should be appointed so that there is no duplication in oral reports. Present an oral report to class on the work habit researched in the above assignment. and/or	Same. Students may work in pairs on this assignment.	
Role play: Present a puppet show which illustrates the rules to follow to hold a job. Collect or (Continued)	Same. Note to Teacher: Offer suggestions which will help the students develop the role-play situations.	Cartoons from newspapers and magazines

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
draw cartoons which illustrate these rules. and/or Role play: List at least ten do's and ten don'ts in being a good worker. Prepare to present a skit on the do's and don'ts of work habits.	Same. List five do's and five don'ts to remember in being a good worker.	Book: No. 17. Occupational Essentials
Evaluation: Identify in writing ten specific rules learned relative to being a good worker. Distinguish between good and bad work habits and attitudes. and/or	Same. Identify five specific rules.	Teacher developed
Evaluation: Describe in writing ten ways in which an employee can make his employer know that he is a good worker. Title this assignment "Making a Good Impression."	Same. Tape interview with head janitor, plant manager, or other head staff. Determine how an employer can let an employee know he is a good worker.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Read the handout "Management's Responsibility to Employees." Discuss each item and tell what you think employees should expect from the employer.	Same. Note to Teacher: This may also be used as a transparency.	Student Material: "Management's Responsibility to Employees," p. 67
Listen to a panel discussion between some successful employees and employers on what is expected in terms of the following: (1) Working hours (2) Overtime (3) Length of lunch period (4) Morning and afternoon breaks (5) Fringe benefits (6) Safety (7) Promotions	Same.	Suggested resource persons: --Businessmen with employees from the community --A representative from Chamber of Commerce --An official from the State Employment Office
Discuss with your father (or mother, if she works) the factors he believes are the most important for employees to expect from their employers. Note to Teacher: The interview may be taped or written. The students may work alone or in pairs.	Same.	Parents Tape recorder
Present interview to class either orally or by playing back the tape, giving the class the information gained from the interview.	Same.	Tape recorder
Evaluation: Tell of five things an employee may expect of employers.	Summary: Develop a poster or bulletin board display showing employee benefits.	

MAJOR CONCEPT: C. You and Your Co-Workers

SUPPORTING CONCEPTS:

1. Fitting in as a Beginner
2. Establishing Good Work Relationships
3. Handling Difficult Situations

PERFORMANCE OBJECTIVES The student will

1. List four qualities a beginning worker should have.
2. Describe the effects of his personality, general well-being, behavior, attitude, and personal values upon his ability to get along with co-workers.
3. Demonstrate (through reaction to case situations) that he can exercise a sense of humor, control anger, and tactfully state his point of view.

C. YOU AND YOUR CO-WORKERS 1. FITTING IN AS A BEGINNER

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a filmstrip or transparency series, noting interaction of new job holder with management and other workers.	Same.	Transparency: No. 2. "Succeeding at Work Series," Subset 1, "Making Friends at Work" Subset 2, "Good Manners at Work" Subset 3, "Learning More About Your Job" Filmstrip: No. 6. "Manners Make a Difference"
Discuss how a beginning worker should conduct himself. List the desirable qualities a beginner should have. Note to Teacher: Assist students in bringing out such qualities as taking orders, following directions, getting along with (continued)	Same. View transparencies which describe behavior patterns essential to keeping a job.	Transparency Master: "General Behavior Patterns Essential to Keeping a Job," p. 92

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
people. Summarize with handout. Transparency may be used as a handout. Write a paper explaining why the qualities brought out in the discussion are important. Use additional references to find reasons if you cannot think of any. Complete the training exercises in the "Human Relations Kit" which will help the beginner get off to a good start.	Same.	Books: No. 2. Business Behavior No. 16. Manners No. 19. Opportunity Knocks Series No. 18. On the Job Multi-media Kit: No. 1. "Human Relations Kit" --#4 "Personal Appearance" --#5 "Punctuality" --#9 "Giving and Following Instructions" --#10 "Passing Information" --#19 "Earning Your Pay"

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TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Field Trip: Visit an organization to observe employees' attitudes, appearance, and behavior toward customers and other employees. Note to Teacher: Set objectives for the trip.	Same. Note to Teacher: Identify and point out the different factors at which the students should look.	Books: No. 24. The World of Work No. 6. A Good Worker No. 27. You're Hired
Follow-up: Discuss what was learned in terms of objectives. Compose and send a thank-you note.	Same.	
Evaluation: Complete the workbook exercises which accompany the transparency series "Succeeding at Work" already viewed. or		
Evaluation: Complete self-analysis exercise.		Student Materials: "Getting Along with Others," pp. 70-71 "Self-Analysis of Behavior Towards Others," p. 68 "Self-Analysis of Physical Characteristics," p. 69
Evaluation: Work a crossword puzzle as a review of some of the words and rules which would describe the qualities a beginning worker should have.	Evaluation: List four qualities a beginning worker should have.	Student Material: "Crossword Puzzle," pp. 72-74

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Review pictures depicting different personality types. Determine your personality type. Discuss the effect one's personality has upon his ability to work well with others. Think about what it takes "to get along with" each of the different personality types illustrated. Note to Teacher: Use the transparency masters as handouts.	Same. Write a sentence about each personality type, telling what is good or bad about it. Note to Teacher: Provide blank faces and have students draw in expressions.	Transparency Master: "Personality Types Series," pp. 93-103
List the personality traits an uncooperative worker is likely to have. Compare these with the traits possessed by a cooperative worker.	Same.	
Resource Person: Explain the importance of one's general well-being (appearance, health, and physical condition) to his ability to work well with others.	Same.	Resource Person: School guidance counselor
Place friendship, formality, and familiarity in proper perspective for on-the-job situations. Role play how to act in certain business relationships, such as handling gossip, using or not using first names, courtship at work, etc.	Same. Discuss case studies.	Student Materials: "Business Relationships," p. 75 Books: No. 2. Business Behavior No. 3. Effective Secretarial Practices No. 4. Executive Profile No. 16. Manners Transparency Masters: "Getting Along with Others," pp. 104-105

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Show how maintaining a positive attitude makes working with others easier. Note the effects a negative attitude has on those around you. Determine how to get rid of a negative attitude.	List the characteristics of a positive attitude. Note to Teacher: Help the student bring out the following points: (1) Look pleasant. (2) Say something pleasant once every hour. (3) Make positive statements rather than negative ones. (4) Observe the rules and practices of the business where you work.	Books: No. 9. How to Get a Job and Keep It No. 4. Executive Profile No. 15. Making It on Your Own No. 18. On the Job No. 26. Your Personality and Your Job No. 25. Your Attitude Is Showing Multi-media Kit: No. 3. "Your Attitude Is Showing"
View a film or transparency series or listen to a tape dealing with personal values. Note examples of how one's personal values affect getting along with others at work.	Same. Cut out pictures which portray the personal values people have. Paste in notebook under heading, "Characteristics Which Affect Relationships with Others."	Film: No. 4. "Personal Values" Transparency Master: "Permanent Characteristics," pp. 166-167 Books: No. 12. Jobs in Your Future, ch. 6 No. 26. Your Personality and Your Job Transparency: No. 1. "Personal Development Series," --"Ethics-Ability" Multi-media Kit: No. 1. "Human Relations Kit," tapes --#6 "Trust" --#13 "Bias"
Discuss what it means to work as a member of a team; what makes a good team member.		Student Material: "A Team Effort," p. 76

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Summary: Develop a list of suggestions for establishing good human relations on the job.	Same.	Transparency Masters: "Human Relations on the Job," p. 108 "Getting Along with Others," pp. 109 Student Material: "Personal Qualifications--Money in the Bank," p. 77 "Characteristics for Success," p. 78 "Are You Willing To?" p. 79
Evaluation: Rate self in terms of getting along with others. or	Same. Answer orally in class discussion.	Student Material: "Questions to Ponder," p. 80
Evaluation: Describe in writing the effects certain traits have upon one's ability to get along with co-workers, such as: --personality --health --behavior --attitude --personal values	Same, except orally.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss questions which bring out how a sense of humor affects an individual and his job, such as: How does it help banish fears? What pleasant effects does it have on others? How does it enable greater concentration on your work?	Same.	
Collect cartoons which illustrate humor on the job.	Same.	Newspapers and magazines Local Economic Security office
Mount the cartoons in your notebook and write a short explanation under each picture telling how a sense of humor helped in the particular situation illustrated.	Same.	
Share collection with class.	Same.	
Listen to lesson tapes dealing with anger at work. Think about what you would do if you were in the situations portrayed.	Same.	Multi-media Kit: No. 2. "World of Work," tape --#5 "Don't Blow Your Cool"
Discuss handout sheet which describes the control of negative emotions.	Same. Note to Teacher: Use peer pressure to assist class in control of emotions.	Student Material: "Can You Control Your Negative Emotions?" p. 81
Make plans for self improvement: (1) Select a period in the day when you are free to say what you think. (2) Write down everything you think or speak which is negative.		

(continued)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(3) Check the number of times you were negative during that period. (4) Rephrase the statements in a positive way. Listen to lesson tapes on rumors and stating your point of view. Discuss the ill effects of rumors and how rumors can be stopped.		Multi-media Kit: No. 2. "World of Work," tapes --#3 "My Man, My Creep" --#4 "Too Much Talk" No. 1. "Human Relations Kit" --#11 "Point of View" --#12 "Rumor"
Evaluation: Give your reaction to solving the problems described in selected case situations involving anger at work and rumors. Show how you would exercise a sense of humor and self-control and tactfully state your opinion in each of these situations.	Same, except teacher may wish to direct the class.	Teacher-selected or written case situations

MAJOR CONCEPT: D. Changing Jobs

SUPPORTING CONCEPTS:

1. Being Dismissed
2. How to Resign
3. Getting a Promotion

PERFORMANCE OBJECTIVES: The student will

1. List ten reasons for dismissals.
2. State the four rules to remember when changing jobs.
3. Analyze what a company takes into account when it gives promotions.

D. CHANGING JOBS 1. BEING DISMISSED

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View transparencies which describe ways to lose a job/keep a job. Read and complete the exercise on pp. 187-193 in the workbook, How to Hold Your Job.	Same.	Learning Packets: No. 2. "How to Keep a Job," pp. 154-165 Books: No. 3. Effective Secretarial Practices No. 10. How to Hold Your Job No. 22. Unemployed Uglies No. 23. What Employers Want No. 14. Keeping That Job
Listen to a recording describing ways to lose a job/keep a job.	Same.	Multi-media Kit: No. 2. "World of Work" Lesson Tape #6, "The Magic Words That Get You Fired" and Discussion Tape B-1, "Getting Fired"
List the characteristics of a poor worker/good worker.	Same.	Books: No. 10. How to Hold Your Job No. 6. A Good Worker No. 7. Good Work Habits

D. CHANGING JOBS 1. BEING DISMISSED (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Play a game which depicts how persons lose their jobs because of poor attitudes and a lack of understanding of the responsibilities involved in employment.	Same.	Game: No. 1. "Steady Job"
Interview several employers and record on tape a discussion of the reasons why people get fired. Share these with class by playing the tapes back and discuss. Note to Teacher: If tape recorder is not available, the interviews could be written down and oral reports given.	Same.	
List reasons why a person can be fired from a job other than being a poor worker. Title this list: "Why Workers Are Asked to Leave."	Same, but shorter lists.	
Discuss why people get fired. Note to Teacher: Help the students bring out the following points in the discussion: (1) Not enough education, can't understand terminology (2) Can't adjust (3) Incompetence (negative aspects i.e., lazy, disloyal, dishonest, late, untidy, dirty appearance, discourteous, uncooperative, lack of pride, poor judgment, etc.) (4) Emotional instability (continued)	Same. Do not go into as much detail.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(5) Lack of physical strength (6) Lack of confidence		
Discuss factors not contributing to reasons for loss of jobs. Note to Teacher: Assist students in bringing out these factors: (1) Size (height, weight) (2) Social position (3) Income level (4) Others, added by students	Same.	
View and discuss transparency masters "Why People Lose Jobs."	Same.	Transparency Masters: "Why People Lose Jobs," pp. 110-112
Develop a poster or bulletin board display using magazine pictures or cartoon strips showing different reasons why people can lose jobs.	Same.	Posters: No. 1. "Pete Saves the Day": O-EP-5, "Why People Lose Jobs"
Evaluation: List ten reasons why people should be fired.	Same. List five reasons.	

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D. CHANGING JOBS 2. HOW TO RESIGN

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
List correct ways to resign from a job. Note to Teacher: Assist student, referring to the factors listed in the student handout. Cover such topics as: (1) How to approach the employer (2) Reasons for leaving (3) Adequate notice (4) When a letter is appropriate	Same.	Student Materials: "When You Want To Change Jobs," p. 82
Write a one-page (or more) paper explaining each of these topics: (1) Necessity of looking for another job (2) Proper method of leaving one job and going to another	Same, except choose only one topic.	
Discuss changing jobs. Complete workbook exercise, Lesson 3: "Staying With That Job." Note to Teacher: Point out that (1) Changing jobs will not change bad work habits to good ones. (2) You take yourself with you. (3) Improving one's self is an individual decision.	Same.	Book: No. 14. Keeping That Job, Lesson B
Listen to a lesson tape on some tips to help you when you decide to change jobs and some tips on things to avoid.	Same.	Multi-media Kit: No. 2. "World of Work" Lesson 13, "Giving Notice" Lesson 14, "The Fast Exit"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Answer the questions in the student record booklet. Discuss the answers.	Same.	Multi-Media Kit: No. 2. World of Work Lesson 13, "Giving Notice" Lesson 14, "The Fast Exit"
Discuss the impression given to employers if too many job changes occur in too short a time. Note to Teacher: Point out the following things to consider: (1) Are you dependable? (2) Are you trustworthy? (3) Are you one or more of the many reasons for losing the job? (4) Did you leave one jump ahead of getting fired? (5) Are you hard to get along with? (6) Are you hot tempered?	Same.	
Evaluation: List some valid reasons for changing jobs. Discuss these in class. Divide the list into two groups--good reasons and poor reasons. Note to Teacher: Assist the group in bringing out the following reasons: (1) Have you advanced as far as you can in this position? (2) Have you learned all you can in the present job? (3) Have you gained experience (continued)	Same, shorter lists.	

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TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
which qualifies you for a better job? (4) Do you feel you can handle a larger assignment?		

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Listen to a tape which deals with how a company gives promotions.	Same.	Multi-media Kit: No. 2. "World of Work" Tape #12. "Promotions"
Answer prepared questions in student record booklet.	Same.	See kit above.
Role play a story which describes the bitterness of an employee who does not receive a promotion he desires.	Same.	
Work through exercise "Getting Even With Sam."	Same.	Book: No. 11. The Job Ahead
Listen to a taped situation dealing with asking for a promotion.	Same.	Multi-media Kit: No. 1. "The World of Work" Discussion Tapes: "Boss I Found A New Job" "Asking For A Promotion" "Do You Think I Should Quit?"
Discuss the tape situation and answer orally the discussion questions from the student record booklet accompanying the tape.		
Brainstorm: Discuss the characteristics which affect job advancement.	Same. View a transparency which describes the characteristics which affect job advancement.	Transparency Master: "Advancement," p. 113
View film or filmstrip on getting ahead in your job.	Same.	Film: No. 6. "Your Job--Getting Ahead" Filmstrips: No. 5. "A Job That Goes Someplace" No. 7. "On the Job--Four Trainees"

(continued)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
		No. 2. "Achieving Success in the World of Work"
Evaluation: List ten characteristics which would affect job promotions.	Same. List five characteristics.	
CULMINATING ACTIVITIES		
Use and discuss illustrations which describe happiness and fulfillment that can come from work.	Same, except record sound on language master card series.	Learning Packet: No. 3. "Language Master Card Series," pp. 169-177
Use language masters and record a description of personal happiness and fulfillment which come from work.	Note to Teacher: Students may work in small groups and record answers to questions relative to personal fulfillment on a job.	Blank language master cards
Summary: Read and discuss ways to get and keep a job.	Same, except make a chart using pictures which illustrate ways to get and keep a job.	Book: No. 27. You're Hired
Evaluation: Demonstrate in a simulated job situation personal competencies necessary for promotion on the job.	Same. Note to Teacher: Devise a simulated job situation. Research newspapers for articles about people who have recently been promoted by their companies. Discuss their qualities, referring to description of background given.	Student Material: "Employer-Teacher Evaluation," pp. 83-84 Newspapers

BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. A Book About You	Pear Roam	Barrons Educational Series, Inc. Woodbury, N.Y.		
2. Business Behavior	Russon	South-Western Pub. Co. 5101 Madison Road Cincinnati, Ohio 45227	1964	$3.80; free loan, Resource Center for SVE Teachers, 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506
3. Effective Secretarial Practices	Beamer, Hanna, and Popham	Same as above	revised edition	
4. Executive Profile	Famular and Atkinson	Gregg Publishing Div. McGraw-Hill Book Co. Manchester Rd. Manchester, Mo. 63011	1967	free loan, Resource Center for SVE Teachers
5. Getting and Holding a Job	Bernard Schneider	Frank E. Richards Co. 324 First St. Liverpool, N.Y. 13088	1966	$1.50; free loan, Resource Center for SVE Teachers
6. A Good Worker	Joan E. Henderson	Mafex Associates, Inc. 111 Barron Ave. Box 519 Johnstown, Pa. 15907	1971	$2.00; free loan, Resource Center for SVE Teachers
7. Good Work Habits	Geneva S. Folsom	Mafex Associates, Inc. (See address above.)	1971	$2.85; free loan, Resource Center for SVE Teachers
8. Holding a Job	Richard H. Turner	Follett Educational Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607	1967	free loan, Resource Center for SVE Teachers

BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
9. How to Get a Job and Keep It	Dorothy Y. Goble	Steck-Vaughn Co. P.O. Box 2028 Austin, Texas 78767	1969	$1.08; free loan, Resource Center for SVE Teachers
10. How to Hold Your Job	Fudell and Peck	Steck-Vaughn Co. P.O. Box 2028 Austin, Texas 78768	1967	$3.20; free loan, Resource Center for SVE Teachers
11. The Job Ahead	Goldberg and Brumer	Science Research Assoc. 259 E. Erie St. Chicago, Ill. 60611	1963	$6.00; free loan, Resource Center for SVE Teachers
12. Jobs in Your Future	Miriam Lee	Scholastic Book Services 904 Sylvan Ave. Englewood Cliffs, N.J. 07632	1971	Free loan, Resource Center for SVE Teachers
13. Job Safety		Channing L. Bete Co. 45 Federal Street Greenfield, Mass. 01301		Free loan, Resource Center for SVE Teachers
14. Keeping That Job	Dare and Wolfe	Follett Educ. Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607	1966	
15. Making It On Your Own		Mafex Associates 111 Barron Ave. Box 519 Johnstown, Pa. 15907		$1.85; free loan, Resource Center for SVE Teachers
16. Manners	Prevo			
17. Occupational Essentials	David J. Richter	H.C. Johnson Press P.O. Box 4156 1800 Broadway Rockford, Ill. 61110		

BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
18. On the Job	Hudson and Weaver	Frank E. Richards Co. 324 First St. Liverpool, N.Y. 13088	1966	$1.25; free loan, Resource Center for SVE Teachers
19. Opportunity Knocks Series: It's Up to You You Pay for It	Margaret Andrews	Gregg Publishing Div. McGraw-Hill Book Co. Manchester Rd. Manchester, Mo. 63011		$1.36 ea.; free loan, Resource Center for SVE Teachers
20. Take It Slow	Paul Slater	Webster Division McGraw-Hill Book Co. Manchester Rd. Manchester, Mo. 63011		Free loan, Resource Center for SVE Teachers
21. Training For a Job (Turner-Livingston Career Guidance Series)	Richard H. Turner	Follett Educ. Corp. 1010 W. Washington Blvd. Chicago, Ill. 60607		$1.20; free loan, Resource Center for SVE Teachers
22. Unemployed Uglies (sets of worksheets)		Frank E. Richards Co. 324 First St. Liverpool, N.Y. 13088		Free loan; Resource Center for SVE Teachers
23. What Employers Want (A Guidance Series Booklet)	James Worthy	Science Research Assoc. 259 E. Erie St. Chicago, Ill. 60611		Free loan, Resource Center for SVE Teachers
24. The World of Work	Hugh E. Schrader	J. Weston Walch, Pub. Portland, Maine		
25. Your Attitude Is Showing	Elwood Chapman	Science Research Assoc. (See address above.)		$2.80; free loan, Resource Center for SVE Teachers
26. Your Personality and Your Job	Daniel Sinich	Same as above.		$.88; free loan, Resource Center for SVE Teachers

BOOKS, BULLETINS AND OTHER PRINTED MATERIAL	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
27. <u>You're Hired</u>		I.P.D. Pub. Co., Inc. 461 Park Avenue South New York, N.Y. 10016	Revised 1971 2nd ed.	

FILMS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Anger At Work"		Audio-Visual Services Univ. of Ky. Lexington, Ky. 40506	21 min.	$3.00, rental from U.K. audio-visual services
2. "How to Keep a Job"		(same as above)	11 min.	$2.00, rental from U.K. audio-visual services
3. "Personal Appearance"	Calhoun Co.		11 min.	free loan, Resource Center for SVE Teachers
4. "Personal Values"	Sterling Films			
5. "Your Job--Fitting In"		(same as above)	16 min.	$3.50, rental from U.K. audio-visual services
6. "Your Job--Getting Ahead"		(same as above)	16 min.	$3.50, rental from U.K. audio-visual services
7. "Your Job--Good Work Habits"		(same as above)	14 min.	$3.00, rental from U.K. audio-visual services
8. "Your Job--You and Your Boss"		(same as above)	16 min.	$3.50, rental from U.K. audio-visual services

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "The ABC's of Getting and Keeping a Job" series	Eye Gate House	146-01 Archer Ave. Jamaica, N.Y.11435		$72.00; free loan, Resource Center for SVE Teachers 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506
2. "Achieving Success in the World of Work"	Society for Visual Education (Singer)	1345 Diversey Pkwy.	14 min. color	$7.00
3. "Getting Along with Others" series --"You're in Public"	McGraw-Hill Text-Film Division	330 W. 45th Street New York, N.Y. 10036		$6.50; free loan, Resource Center for SVE Teachers
4. "Job Finding" --"How to Get a Job and Keep It" --When You Go to Work"	Popular Science Pub. Co./Audio-Visual Division	5235 Ravenswood Av Chicago, Ill.60640		
5. "A Job That Goes Someplace"	Guidance Assoc.	P.O. Box 5 23 Washington Ave. Pleasantville, NY 10570	2 filmstrips with records	$35.00; free loan, Resource Center for SVE Teachers
6. "Manners Make a Difference"	Eye Gate House	See address above.	8 filmstrips with sound	$61.00; free loan, Resource Center for SVE Teachers
7. "On the Job--Four Trainees"	Guidance Assoc.	See address above.	4 filmstrips with sound	$39.00; free loan, Resource Center for SVE Teachers
8. "Personality Development Series"	Popular Science Pub. Co.	See address above.	6 filmstrips	Free loan (Same as above)
9. "Trouble At Work"	Guidance Assoc.	See address above.	4 filmstrips with record	$35.00; free loan (Same as above)

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
10. "Your First Week on the Job"	Guidance Associates	P.O. Box 5 23 Washington Ave. Pleasantville, N.Y. 10570	2 filmstrips with sound	$39.00

GAMES	SOURCE-ADDRESS	COST
1. "Steady Job"	Mafex Associates 111 Barron Ave. Johnstown, Pa. 15906	$8.95; free loan, Resource Center for SVE Teachers

MULTI-MEDIA	PUBLISHER-ADDRESS	DATE	COST
1. "Human Relations Kit" (a complete series of exercises, tasks, attitudes and social skills needed to function effectively on the job)	Webster/McGraw-Hill Book Co. Manchester Rd. Manchester, Mo. 63011	1970	$169.50; free loan, Resource Center for SVE Teachers
2. "The World of Work--On the Job" (20 cassettes, 24 student record booklets, instructor's guide)	Educational Resources Division Education Design, Inc. 47 West 13th St. New York, N.Y. 10011	1969	$229.50 (less tape recorder) or $259.00 (with tape recorder); free loan, Resource Center for SVE Teachers
3. "Your Attitude is Showing" (filmstrips, records, posters, student booklet, and leader's guide)	Science Research Associates 259 E. Erie St. Chicago, Ill. 60611	1964	Free loan, Resource Center for SVE Teachers

POSTERS	PUBLISHER-ADDRESS	DATE	COST
1. "Pete Saves the Day" O-EP-5 "Why People Lose Jobs"	Mafex Associates 111 Barron Ave. Johnstown, Pa. 15907	1962	8 posters with a set of 20 student activity books, $40.00; free loan, Resource Center for SVE Teachers

TRANSPARENCIES	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "Personal Development Series" --"Personality Ability" --"Promote Ability" --"Quality Ability" --"Ethics Ability" --"Image Ability"	Garth A. Hanson and E. Charles Parker	South-Western Pub. Co. Cincinnati, Ohio 45227	8 transparencies ea. subset	$18.00 ea. subset or $180.00 complete series of 80 transparencies; free loan, Resource Center for SVE Teachers
2. "Succeeding At Work" Subset #1. "Making Friends At Work" Subset #2. "Cood Manners At Work" Subset #3. "Learning More About Your Job" Subset #4. "Following the Rules" Subset #5. "Keeping Safe at Work" Subset #6. "Keeping Healthy at Work"	Hudson, Margaret and Ann A. Weaver	United Transparencies, Inc. P.O. Box 688 Binghamton, N.Y. 13902	15 transparencies	$25.00 ea. or $175.00 for complete set of 105 transparencies

Student Materials
Student Exercise Sheet
Name _____

INSTRUCTIONS: Keeping a Notebook on "How to Keep a Job"

1. Start the preparation of a personal notebook to which you will add items during the study of this unit.
   a. Write a title page. It will include the name of this course, the unit title, and your name.
   b. Begin a "Table of Contents" page. Add categories as you add items to the notebook throughout the year.

2. Set aside a section for written class assignments. This notebook will provide you an opportunity to practice the skills of writing, organizing, and maintaining good records and reports which you will need on the job. It will also serve as a personal reference guide which you can use now and in the future. It will reflect your personal characteristics, neatness, completeness, and organization.

3. Include practice forms developed to increase your speed, accuracy, and knowledge of the world of work.

4. Include also information concerning your interests and any other personal and technical information designed to help you advance on the job.

5. Do not mix notes and materials from other classes. Include only material from your "Orientation to the World of Work" class.

6. Keep your notebook in the classroom available to your teacher and fellow students at all times. Keep your notebook up to date and the table of contents complete. Make it neat, complete, and attractive. Do a good job. Plan a notebook you will be proud to show your parents, teacher, and future employer.

Grading Periods _____ 1 _____ 2 _____ 3

Student Materials
Student Information Sheet
Name_____

GET OFF TO A GOOD START

A. Observe working hours.
   1. Arrive five to ten minutes early to get organized for the working day.
   2. Find out what's expected in terms of working hours; taking breaks; possible overtime; when the lunch period is; possible Saturday, Sunday, and holiday work; and when the rush periods are likely to occur.
   3. Expect to stay late occasionally and to help out during emergencies and illness of other employees.

B. Understand the following forms relative to your employment:
   1. Form W-4; the Employee's Withholding Exemption Certificate
   2. The time card
   3. Your pay check
   4. Other (ID card, parking permit, insurance, etc.)

C. Learn about your job, the company, and the other workers.
   1. Find out who your boss is (who assigns you work and to whom you are directly responsible.)
   2. Learn what the person who held your job previously did. Ask questions when the answers aren't obvious. Don't remain silent and ignorant.
   3. Watch for the unwritten rules. For example:
      a) No smoking or eating on the job.
      b) No personal phone calls.
      c) No wisecracks and personal kidding.
      e) Refer to your boss as Mr. _____.
   4. Learn and confirm new names by repeating them and using them in conversation.
   5. Learn to handle your routine assignments well.
   6. Assume more responsibility as soon as you are able.
   7. Improve yourself by taking advantage of company training programs and adult courses offered at schools and colleges.

D. Conduct yourself in an ethical manner.
   1. Do not pass confidential information to anyone.
   2. Never use confidential company information for your own profit.
   3. Think ahead and do what you think is right.
   4. Do not start anything you know you cannot finish. (False promises create false hope.)
   5. Do not ask a business associate for financial assistance. Whether he helps or refuses, you have put him in an awkward position.
   6. Respect the authority that your company has vested in your supervisor. If you must disagree with him, do so tactfully and in private.
   7. "Treat other people as you want them to treat you." Beware of the grapevine and stifle any tendency to pass judgment. Look for good points.

E. Be a prized employee.
   1. Develop a reputation for efficiency.
      --Plan your work.
      --Do your most important work first or when your mind is fresh.
      --Complete one job before starting another, whenever possible.
      --Whenever possible use shortcuts. (But do not sacrifice quality.)
      --Have adequate supplies on hand and at work station at all times.
   2. Aim to please.
      --Be dependable. Be someone who can be counted on.
      --Be neat.
      --Start by yourself and work hard.
      --Be organized, but be willing to change as needed.
      --Show interest and enthusiasm.
      --Do not abuse the good will of others.

F. Adjust personal life to avoid conflict of interest.
   1. Find a reliable mode of transportation to work and a reliable substitute to use in case of emergency.
   2. If you will be living away from home, locate in a reputable neighborhood. Look for a place which will provide the privacy, security, and comforts you want and can afford. As a rule, a month's rent should not exceed a week's income. Consider the following:
      a. Room in a private home vs. upstairs apartment or an efficiency apartment vs. renting a house with others
      b. Distance to work and nearness to city bus lines
      c. Distance to shopping and laundry facilities
   3. Live within your income to prevent financial embarrassment to yourself and your employer who must process the garnishment to your wages when a creditor collects a bad debt. A budget will help. Make a list of projected money needs for such items as the following:
      a. Rent and utilities
      b. Transportation
      c. Food
      d. Taxes
      e. Savings
      f. Clothing
      g. Laundry and dry cleaning
      h. Personal care
      i. Medical care
      j. Recreation
      k. Miscellaneous
   4. Leave your personal life at home. Plan recreational and shopping activities after work or on a break. Save romance and family problems for after work. Do not get involved in an office romance.
   5. Locate a doctor and a dentist near your place of residence who can maintain your health as the need arises. Allow time for rest.
   6. Plan recreational activities for enrichment as well as for fun.

Student Materials
Student Exercise Sheet
Name_____

BEST COPY AVAILABLE

CASE STUDIES

The purpose of studying cases is to discuss the proper channels to take when working with people in various situations.

INSTRUCTIONS

Read through each case study carefully, answer the questions, and then discuss the questions in small groups. You should complete both case studies in 20 minutes.

Case No. 1
TO SPEAK OR NOT TO SPEAK

Marilyn Clark's employer has had a bad day. He has given reprimands to several of the employees and discharged one salesman. When Marilyn answers his ring to take dictation, he reproves her for being late. He had sent Marilyn on an errand a few minutes before, and she could not have returned earlier. When he says, "Why don't you ever get here promptly? I always have to wait for you," it is too much for Marilyn. She answers, "Because I had gone to the filing room to find those papers you wanted!" Her employer then says coldly, "You may go back to your more important work. I'll dictate to one of the others."

1. Evaluate Marilyn's handling of this situation.

2. What would you do in a similar case?

3. Is it helpful to fix the blame? Why or Why not?

Student Materials
Student Exercise Sheet
Name_____

Case No. 2

NEGATIVE VS. POSITIVE

John Lockyer has been working for the Maurice Clothing Store for more than two years. He is an excellent salesman and has many regular customers. He has felt that his opportunities are very good as the other salesmen are much older and John appeals to the college fellows. At the end of John's second year, an older salesman, Mr. Adams, retires and Mr. Anderson, the owner, hires Bill Reese, a young man with many of the same abilities and advantages as John. At the first sight of Bill--a handsome, cheerful fellow--John decides to make it so unpleasant for him that he will quit his job. He is sullen to Bill, refuses to tell him about Mr. Adams' former customers, and is generally unpleasant. Bill recognizes John's dislike at once. Instead of quitting his job, however, he resolves to win John's friendship.

1. Do you think this is possible?

2. What steps should Bill take to reach this goal?

3. Why is John behaving as he does?

SOME THINGS YOU SHOULD FIND OUT ABOUT THE JOB

Directions: Mark the advantages with an "A" and disadvantages with a "D." This will be your own opinion.

_____1. Long hours

_____2. Work shift

_____3. Working conditions (indoor and outdoor activities)

_____4. Close association with employees

_____5. Year round work

_____6. Holidays and vacation

_____7. Fringe benefits

_____8. Salary

_____9. Variety of types of work

____10. Informality of dress

SOME QUESTIONS TO ASK YOURSELF ABOUT THE JOB

1. What are the duties of the job?
2. What hours do you work?
3. Does the job require a uniform or special clothing?
4. Are uniforms furnished or do you have to furnish your own?
5. Do you have to pay for damage or breakages?
6. Is there overtime pay if work is done more than regular hours?
7. Do you have to work evenings, Saturday, Sunday, or holidays?
8. Do you have breaks during working hours?
9. Are there fringe benefits? (accident insurance, sick pay, vacation pay, discount on food or meals)
10. Is there opportunity for advancement?
11. What training and/or education is needed for acquiring the job?

Student Materials
Student Exercise Sheet
Basic Job Facts
Name_____

BASIC JOB FACTS

Job Location_____

Address_____

Telephone No._____

Supervisor's Name_____

Telephone No._____

The following people work in my area:

Name of area_____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Note to Teacher: Use this assignment as a notebook project for those students who have part-time jobs. Have students who do this assignment discuss their findings with class.

BASIC JOB FACTS

I. WHAT DO I NEED TO DO TO START MY WORK?

A. Do I need to take a physical examination before I start work?

_____

B. What kind of training on the job do I need to be able to do the work assigned me?_____

_____

_____

_____

Who will give me the training I need?_____

C. Do I need special clothing and/or special shoes?_____

What kind of clothing or shoes do I need?_____

_____

_____

II. THINGS I NEED TO REMEMBER ABOUT MY JOB

A. Work Information

1. Where do I report for work?_____
2. To whom do I report?_____
3. Where can I go to find information about my job?_____

_____

Is there a bulletin board in my area which has the information I need?_____ Where is this information board located?_____

B. Time

1. What time do I start work?_____

2. At what time am I finished working?_____

C. Preparation

1. What do I need to do to get ready for work? _____

_____

_____

2. How much time do I need to prepare myself for work? _____

3. What should I do after I am finished working? (clean up)

_____

_____

_____

4. How much time do I need to clean up? _____

D. Tool and Materials

1. What tools or materials do I use on my job? _____

_____

2. What do I need to know about the tools?_____

_____

3. Where do I get these tools? _____

4. Where do I put the tools after I have finished using them?

_____

E. Pay

1. How much do I get paid for my work? _____

RULES AND REGULATIONS OF MY JOB

(Write a complete statement of the job rules covering the following points. Add other rules that are a part of your job but which are not specifically called for below)

General Rules

1. How do I check in for work?_____

_____

_____

2. How do I check out when I leave my job?_____

_____

_____

3. What are my dress regulations?_____

_____

_____

4. Where should I leave valuables? (money, watches, etc.) _____

_____

_____

5. What should I do if I am late?_____

_____

_____

6. What should I do in case of absence?_____

_____

_____

7. What do I do if I finish my job before work time is up?_____

_____

_____

8. What were the rules my supervisor told me during the first day?_____

_____

_____

9. Other rules and regulations which I need to follow are as follows:

_____

_____

_____

_____

Conduct Expected

1. Is the use of gum permitted on my job?_____
2. Are my friends allowed to visit with me while I am working?_____
3. Is eating permitted?_____
4. Other rules and regulations which I need to remember are as follows:

a._____

_____

b._____

_____

c._____

_____

d._____

_____

e._____

_____

f._____

_____

Safety Rules Which Must Be Followed

What to Do If an Accident Occurs

WHAT I HAVE READ ABOUT MY JOB

Books, Magazines, Articles, Newspapers, Pamphlets

Name of Article, Book, etc._____

Author_____Date of Publication_____

Where Found_____Date Read_____

Briefly describe what the article, book etc. was about_____

_____

_____

Name of Article, Book, etc._____

Author_____Date of Publication_____

Where Found_____Date Read_____

Briefly describe what the article, book, etc. was about_____

_____

_____

Name of Article, Book, etc._____

Author_____Date of Publication_____

Where Found_____Date Read_____

Briefly describe what the article, book, etc. was about_____

_____

_____

MAKE A MAP OF THE AREA WHERE YOU WORK

Student Materials
Rating Sheet
Name_____

DESIRABLE CHARACTERISTICS AN EMPLOYER LOOKS FOR IN HIS EMPLOYEES

	Always	Usually	Sometimes	Seldom	Never
Does he follow directions?					
Does he accept constructive criticism?					
Does he sustain routine?					
Does he get along with superviser?					
Does he get along with co-workers?					
Does he get things done?					
Does he like his work?					
Is he dressed and groomed appropriately for the job?					
Does he come to work every day?					
Does he give notice of any absence by calling in?					
Does he get to work on time?					
Can he work by himself?					
Does he take care of tools and other equipment with which he works?					
Does he do his share of work?					
Does he observe the rules of the company regarding smoking, eating on the job, and etc.?					
Does he observe company rules and regulations?					
Is he courteous?					

Student Materials
Rating Sheet
Name_____

DESIRABLE CHARACTERISTICS AN EMPLOYER LOOKS FOR IN HIS EMPLOYEES

	EX.	GOOD	AVRG.	FAIR	POOR
ATTENDANCE & PUNCTUALITY					
ADAPTABILITY TO JOB SITUATION					
WORK INTEREST AND AMBITION					
COOPERATION					
PERSONAL HYGEINE					
IMPROVEMENT					
FOLLOWS DIRECTIONS					
HONESTY					
DEPENDABILITY					
WORKS WITHOUT CONSTANT SUPERVISION					

ROLE PLAYING

Purpose

The purpose of this activity is to demonstrate and discuss the proper channels to take when working with people in the various situations. It provides you with an opportunity to use your imagination and creativeness.

Instructions

1. Divide up into groups.
2. Create situations which exhibit examples of both good and bad interpersonal relations.
3. Participate in acting out the situations created by your group.
4. Discuss some alternative ways of handling the situations dramatized by your group and by the other groups.

Evaluation

You will be evaluated on

1. Your contribution toward creating the situation dramatized.
2. How well you portrayed the character assigned in the playlet.
3. Your suggestions for alternative ways to handle the created situations.
4. Your participation in the discussion groups which evaluate the value of this activity.

Sample Roleplay Situations

1. One day the boss stands and watches you work for awhile. He says you're doing the work wrong. What should you do?
2. You're told to clean the floor. You didn't understand just quite how to do it. What should you do?

MANAGEMENT'S RESPONSIBILITY TO EMPLOYEES

Good Working Conditions

Information About the Business

Fair Wages

Opportunity for Advancement

Student Materials
Student Exercise Sheet
Name_____

Self Analysis of Behavior Toward Others

Check List

If you need to work more in the area of interpersonal relations, maybe it is because you do not fully understand yourself or your behavior toward others. Give this self-analysis check list a try--but answer honestly, for this is for your benefit!

INSTRUCTIONS: Answer each question by checking either YES or NO.

		YES	NO
1.	Are you dependable?	____	____
2.	Do you control your temper?	____	____
3.	Are you tactful?	____	____
4.	Do you enjoy helping others?	____	____
5.	Do you accept responsibility?	____	____
6.	Do you respect the flow of authority?	____	____
7.	Do you refrain from reforming others?	____	____
8.	Do you have a friendly personality?	____	____
9.	Do you refrain from being nosy?	____	____
10.	Do you show understanding and sympathy?	____	____
11.	Are you able to get along with people?	____	____
12.	Do you express gratitude to others?	____	____
13.	Do you refrain from arguing?	____	____
14.	Are you considerate of others?	____	____
15.	Do you avoid showing resentment of others?	____	____

Name_____
Date_____
Rating_____

SELF ANALYSIS OF PHYSICAL CHARACTERISTICS

Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark (✓) before each thing that applies to you.

_____Dirty fingernails
_____Dirty hands
_____Beard
_____Yellow or unclean teeth
_____Visible blackheads
_____Pimples on face
_____Dirty neck
_____Dirty ears
_____Greasy hair
_____Dirty scalp
_____Dandruff
_____Hair too long
_____Ragged fingernails
_____Dirty shirt
_____Soiled underclothes
_____Baggy trousers
_____Unshined shoes
_____Dirty, dusty shoes
_____Body odor
_____Halitosis
_____Too few baths
_____Inappropriate clothes
_____Stoop shoulders
_____Awkward posture
_____Hair not combed
_____Greasy skin
_____Broken shoestring
_____Buttons missing
_____Clothes fitting poorly
_____Dirty handkerchief
_____Dirty collar and cuffs
_____Run-over heels

Number of checks_____

If you checked fewer than five items, you are neater and better groomed than the average student.

If you checked between five and ten items, you are below average in neatness and should do something about it now.

If you checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Each one is a personality defect in the eyes of other persons. Each defect can be eliminated or improved.

Student Materials
Student Exercise Sheet
Name_____

Getting Along With Others*

Directions: From the suggestions given below, choose 28 that you think are important to getting along well with others. Place an (X) by each of your choices. Be prepared to explain your reasons.

_____Be a good sport.

_____Learn to remember names and pronounce them correctly.

_____Be an introvert.

_____Act a little aloof and superior.

_____Be shy and reticent.

_____Have a sense of humor.

_____Never make a mistake.

_____Be able to stand ridicule and criticism.

_____Be your real self.

_____Be sincere in complimenting others.

_____Attract attention by laughing and giggling.

_____Be a "good mixer."

_____Be broadminded and democratic.

_____Learn to converse well.

_____Keep personal troubles to yourself.

_____Avoid keeping other people waiting.

_____Remember the interests, likes, and dislikes of others.

---

*This material has been taken from: Federal Project No. 437A Guidance Units for the Learning Laboratory to Teach Basic Skills in a Culturally Deprived Area." Booker T. Washington High School, Dade County Public Schools, Miami, Florida 33136.

Student Materials
Student Exercise Sheet
Name_____

_____Show respect for the other person's knowledge and opinions.

_____Avoid unnecessary arguments and quarrels.

_____Make others feel that they are appreciated.

_____Avoid talking about others.

_____Cultivate a friendly disposition toward everyone.

_____Be reasonable and patient with others.

_____Take criticism in the proper spirit.

_____Make "A" grades.

_____Be autocratic in your demands.

_____Be egotistical and opinionated.

_____Act hastily and impulsively.

_____Lend money readily.

_____Be a good listener.

_____Avoid too much borrowing.

_____Pay back what you borrow.

_____Be careful how you repeat gossip and quote names.

_____Refrain from giving unsolicited advice.

_____Respect the other person's religion.

_____Be sarcastic and suspicious.

_____Learn to smile and be cheerful.

_____Criticize when it is necessary and do it kindly.

_____Use excessive flattery.

_____Refrain from "double crossing."

_____Dress neatly and suitably.

_____Respect the rights and property of others.

_____Be a "yes" person.

Student Materials
Student Exercise Sheet
Name_____

CROSSWORD PUZZLE

The purpose of the crossword puzzle is to help you review some of the personality traits necessary for good interpersonal relations on the job.

Try to complete as much of this crossword puzzle as you can. You should be able to at least get 40% of it filled in correctly.

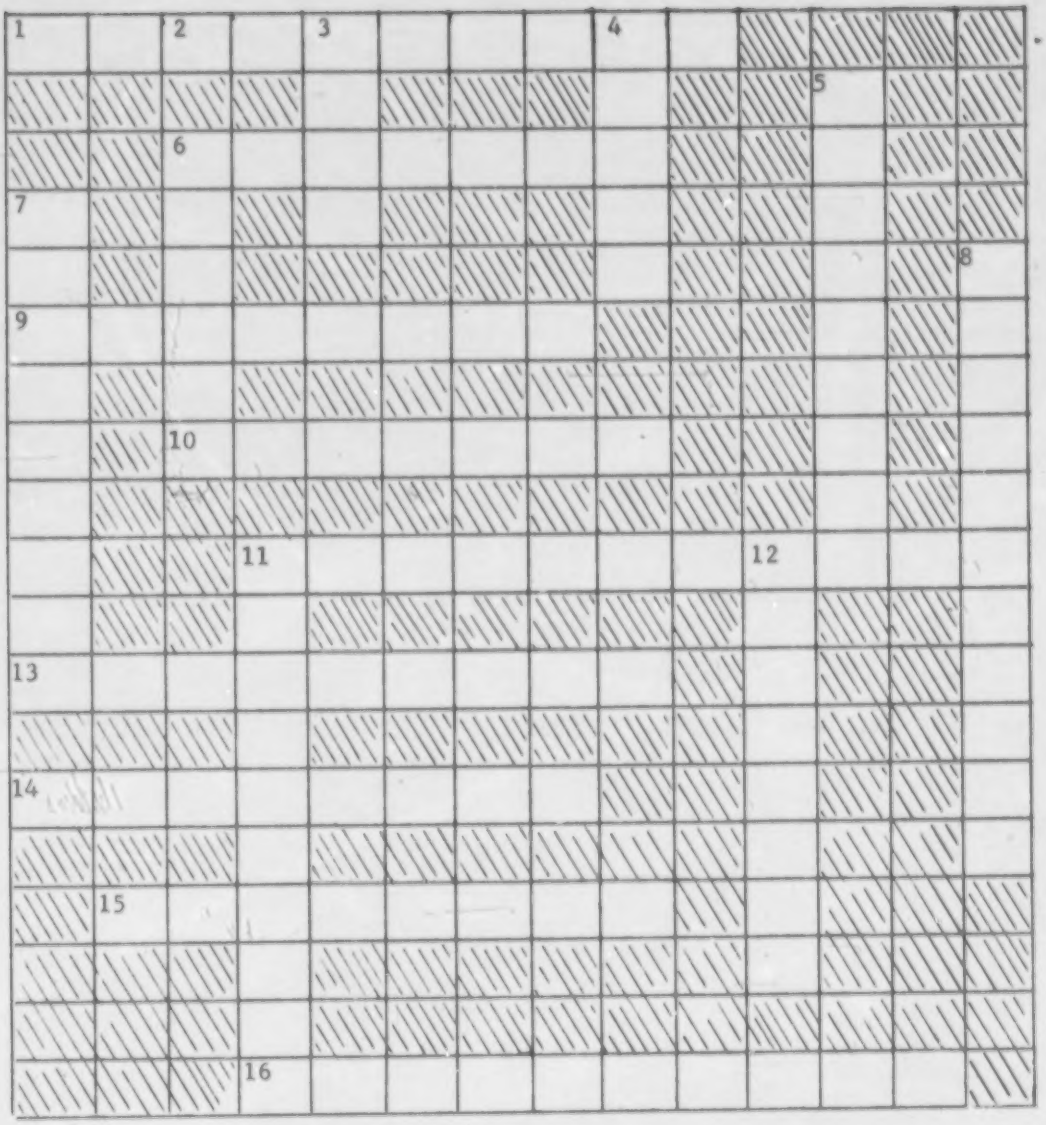
ACROSS

1. Reliable at all times
6. Practically never ill
9. Obey orders
10. Forcefully say and do the right thing
11. A smart student is _____
13. I am very _____ in my work
14. Change negative statements to _____ ones
15. Develop positive _____ toward one's work
16. An example of a good work attitude is _____

DOWN

3. Your appearance should always be clean and _____
4. Strong ties that bind you to your employer causes you to be _____
5. You have to be _____ to changes that take place
6. Never tell falsehoods (lies)
7. Work well with others
8. Continuously working
11. Takes _____ to attempt work beyond that required
12. Unselfish spirit towards others

Student Materials
Student Exercise Sheet
Name_____



CROSSWORD PUZZLE ANSWERS

ACROSS

1. DEPENDABLE
6. HEALTHY
9. OBEDIENT
10. TACTFUL
11. INTELLIGENT
13. EFFICIENT
14. POSITIVE
15. ATTITUDE
16. ENTHUSIASM

DOWN

3. NEAT
4. LOYAL
5. ADAPTABLE
6. HONEST
7. COOPERATE
8. INDUSTRIOUS
11. INITIATIVE
12. GENEROUS

Student Materials
Name_____

BUSINESS RELATIONSHIPS
CASE SITUATIONS TO ROLE PLAY AND DISCUSS

1. In Company A everyone is on a first name basis, including the manager. John is new on the job. How should he address his co-workers? Give reasons for your answers.

2. The working hours in Company A are from 9 to 5, with two 10-minute coffee breaks and one hour for lunch. John has a scheduled deadline to meet and works better in the morning. He prefers not to take his scheduled morning break. Since he brings his lunch, he does not need an hour to eat. By afternoon, he gets so bogged down that he's ready for a longer break. What should John do?

   a. Take a longer break in the afternoon.

   b. Take his breaks as scheduled even though he is more productive in the morning and risk meeting his deadline.

   c. Finish his work early and leave.

   d. Other suggestions._____

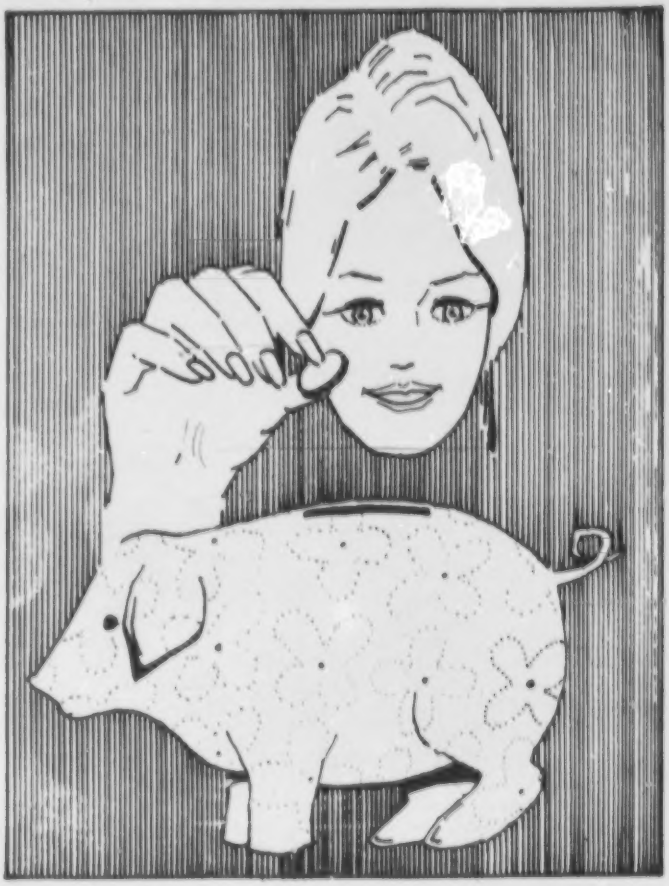
What values do you place on the personal attitudes, traits, and characteristics which make work and relations with others easier?

A TEAM EFFORT

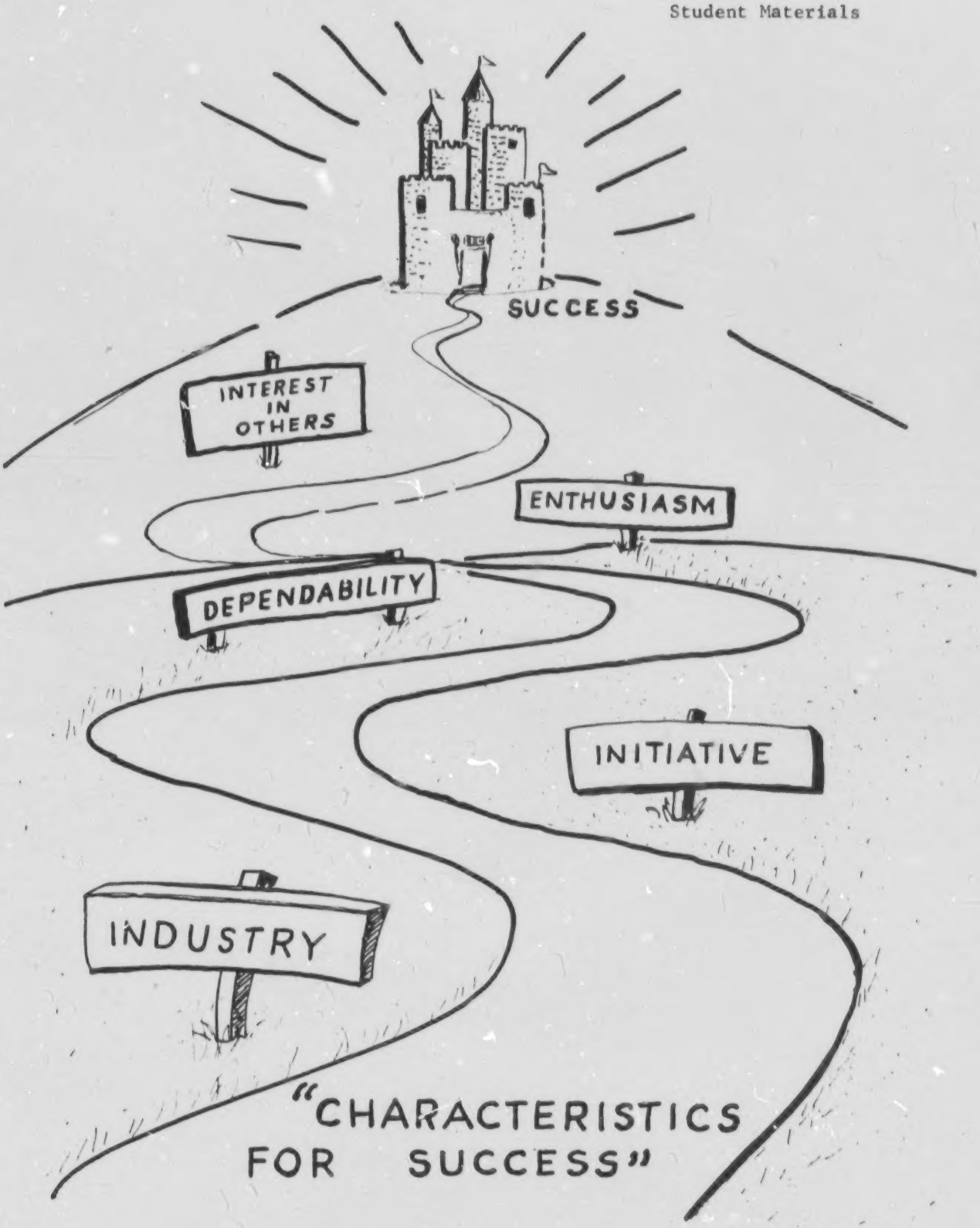
ANTREESE, CURR. DEV. CNTR., U.K. 899-12

Personal Qualifications are Like-

"MONEY IN THE BANK"



ILMORE, CURR. DEV. CNTR., U.H. - 899-11



"CHARACTERISTICS FOR SUCCESS"

ARE YOU WILLING TO:

1. Accept existing group standards?
2. Avoid existing frictions, feuds, and cliques?
3. Accept existing conflicts of personalities?
4. Accept difficulties of work with grace?

NTREESE, CURR. DEV. CNTR, U.K. - 899-15

Student Material
Student Exercise Sheet
Name_____

QUESTIONS TO PONDER

1. Do you get along well with your parents and other adults?
2. Do you find something interesting in most of your classes?
3. Do you feel that you have nothing to offer, that you are nobody, that no one can help you?
4. Do you find that your teachers usually seem satisfied with what you do?
5. Do you practice courtesy, modesty, and good manners at all times?
6. Do you find it easy to talk with and get along with the opposite sex?
7. Do you take suggestions regarding your personal improvements?
8. Do you take every opportunity to meet strangers and make new friends?
9. Do you consider the other person's feelings and wishes?
10. Do you take a realistic view of your good and bad points?
11. Do you make a real effort to read widely and learn new things?
12. Do you practice the golden rule in your relations with others?
13. Do you make a practice of being clean and well-groomed?
14. Do you try to set an example for others in everything you do?
15. Do you try to be an outgoing, friendly person toward both sexes?

CAN YOU CONTROL YOUR NEGATIVE EMOTIONS?

Plan your self-control campaign.

1. Identify your negative emotions.
2. Determine when, how, and why they occur.
3. Determine the necessary measures to control.
4. Apply remedies and actions for controlling and correcting.

TREESE, CURR. DEV. CNTR. U.K. - 999-16

WHEN YOU WANT TO CHANGE JOBS

1. Plan your exit.

2. Leave in a business-like manner. The job you leave becomes a part of your work references.

3. Give a minimum two-week notice. The company may need time to find a replacement or prefer that you remain to train the person who takes your place. Some companies prefer that the employee giving notice leave at once, in order to maintain the morale of the other workers.

4. Interviews for a position with another company should be conducted on the employee's own time--during lunch or after five o'clock, for example.

Trainee_____Date_____
Job Simulation Activity_____
Evaluation_____

EMPLOYER-TEACHER EVALUATION

Instructions: Please rate the trainee on each of the competencies (abilities) listed below. Rate by placing a check mark in the appropriate column to the right of each competency. Use the following as a basis for rating.

x -- No chance to observe
1 -- Below average
2 -- Average
3 -- Above average
4 -- Excellent
5 -- Superior

GENERAL COMPETENCIES (Abilities)	x	1	2	3	4	5
Accepts and carries out responsibilities						
Attitude toward work; use of work time						
Adaptability; ability to work under pressure						
Speed and accuracy of work						
Attentiveness to work being done						
Promptness in reporting for work						
Care of work space						
Care of materials and equipment						
Observing, imagination						
Attitude toward customers						
Attitude toward fellow workers, supervisors						
Personal appearance, grooming, fitness						
Initiative						
Enthusiasm						
Cheerfulness, friendliness						
Courtesy, tact, diplomacy, manners						
Helpfulness						
Honesty, fairness, loyalty						
Maturity, poise, self-confidence						
Patience, self-control						
Sense of humor						
Selling ability, personality for selling						
Total						

JOB SKILLS	x	1	2	3	4	5
Knowledge of merchandise						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Stockkeeping ability, orderliness						
Use of good English						
Desire to serve people						
Like people, not a fear of people						
Fill orders						
Check incoming freight						
Mark merchandise for sale						
Use an adding machine						
Write sales slips						
Make sales						
Total						

Rating for liabilities:

x -- No opportunity to observe
1 -- Not noticeable
2 -- Seldom noticed
3 -- Frequently noticed
4 -- Highly noticed
5 -- Pronounced

LIABILITIES	x	1	2	3	4	5
Annoying mannerisms						
Familiarity						
Making excuses						
Tendency to argue						
Tendency to bluff or "know it all"						
Tendency to complain						
Total						

PLEASE FEEL FREE TO WRITE COMMENTS BELOW

Evaluated by_____
Position_____

THE BUSINESS CO., Inc.
2 WORK ST. Phone 200-1234
LEXINGTON, KENTUCKY 40503

1207

73-114
421

PAY

DOLLARS

TO THE ORDER OF	DATE	CHECK NUMBER	AMOUNT

THE BUSINESS CO., Inc.

BANK OF LEXINGTON - LEXINGTON, KY.

⑆042100114⑆ 03 016 3⁰⁰

DATE	INV. NO. OR REMARKS	GROSS	DISCOUNT	NET
TOTAL				

REMARKS

GROSS EARNINGS	F.I.C.A.	FEDERAL INC. TAX	STATE INC. TAX	CITY TAX		REG. HRS.	O. T. HRS.

DEDUCTIONS

THE BUSINESS CO., Inc.
2 Work St. Phone 200-1234
LEXINGTON, KENTUCKY 40503

THIS IS A STATEMENT OF PAYMENT OR
A STATEMENT OF EARNINGS AND DEDUCTIONS
PLEASE DETACH BEFORE CASHING

ONS, CURR. DEV CNTR., U.Ma..1113-L

Employee's Withholding Allowance Certificate

The explanatory material below will help you determine your correct number of withholding allowances, and will indicate whether you should complete the new Form W–4 at the bottom of this page.

How Many Withholding Allowances May You Claim?

Please use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points: If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; If you are married and both you and your wife or husband are employed, you may not claim the same allowances with your employers at the same time. A nonresident alien other than a resident of Canada, Mexico or Puerto Rico may claim only one personal allowance.

Figure Your Total Withholding Allowances Below

(a) Allowance for yourself—enter 1	
(b) Allowance for your wife (husband)—enter 1	
(c) Allowance for your age—if 65 or over—enter 1	
(d) Allowance for your wife's (husband's) age—if 65 or over—enter 1	
(e) Allowance for blindness (yourself)—enter 1	
(f) Allowance for blindness (wife or husband)—enter 1	
(g) Allowance(s) for dependent(s)—you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return. Do not include yourself or your wife (husband)*	
(h) Special withholding allowance—if you have only one job, and do not have a wife or husband who works—enter 1	
(i) Total—add lines (a) through (h) above	
If you do not plan to itemize deductions on your income tax return, enter the number shown on line (i) on line 1, Form W–4 below. Skip lines (j) and (k).	
(j) Allowance(s) for itemized deductions—If you do plan to itemize deductions on your income tax return, enter the number from line 5 of worksheet on back	
(k) Total—add lines (i) and (j) above. Enter here and on line 1, Form W–4 below	

*If you are in doubt as to whom you may claim as a dependent, see the instructions which came with your last Federal income tax return or call your local Internal Revenue Service office.

See Table and Worksheet on Back if You Plan to Itemize Your Deductions

Completing New Form W–4

If you find that you are entitled to one or more allowances in addition to those which you are now claiming, please increase your number of allowances by completing the form below and filing with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W–4 within 10 days. (Should you expect to owe more tax than will be withheld, you may use the same form to increase your withholding by claiming fewer or "0" allowances on line 1 or by asking for additional withholding on line 2 or both.)

▼ Give the bottom part of this form to your employer; keep the upper part for your records and information ▼

Form **W–4**
(Rev. Aug. 1972)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

Type or print your full name	Your social security number
Home address (Number and street or rural route)	Marital status ☐ Single ☐ Married
City or town, State and ZIP code	(If married but legally separated, or wife (husband) is a nonresident alien, check the single block.)

1 Total number of allowances you are claiming	
2 Additional amount, if any, you want deducted from each pay (if your employer agrees)	$

I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▶ ..... Date ▶ ..... 19.....

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What If You Itemize Deductions?

If you expect to itemize deductions on your income tax return, you may be entitled to claim one or more additional withholding allowances on line (j) on page 1. You may claim one additional withholding allowance for each $750, or fraction of $750, by which you expect your itemized deductions for the year to exceed the amounts shown in columns (A), (B), or (C) below.

Estimated salaries and wages	Single employees (with one job) (A)	Married employees with one job (wife or husband is not working) (B)	Married employees (both husband and wife working) and employees working in more than one job (C)
Under $8,000	$1,700	$1,700	$1,700
$8,000—10,000	1,800	1,800	2,000
10,000—12,000	2,200	2,200	2,700
12,000—15,000	2,400	2,400	2,700
15,000—20,000	2,400	2,400	3,300
20,000—25,000	2,400	2,400	4,000
25,000—30,000	2,900	2,400	4,900
30,000—35,000	3,800	2,400	5,900
35,000—40,000	4,900	2,700	6,900
40,000—45,000	6,400	3,500	7,900
45,000—50,000[1]	7,900	4,500	9,100

[1] If your annual salary or wages exceeds $50,000, you may claim one additional withholding allowance for each $750, or fraction of $750, by which your expected itemized deductions will exceed the following: A single employee with one job—19 percent of annual salary or wages; A married employee with one job whose wife or husband is not working—13 percent of annual salary or wages; A married employee whose wife or husband is also working, or an employee who holds more than one job—22 percent of the combined or total annual salary or wages.

Determining Withholding Allowances For Itemized Deductions

The worksheet below will be helpful to you in determining whether your expected itemized deductions entitle you to claim one or more additional withholding allowances.

Worksheet

1 Total estimated annual salary or wages (from all sources)	1 $	
2 Total expected itemized deductions for the year	2	$
3 Appropriate amount from column (A), (B), (C) or footnote 1, above	3	
4 Balance. Subtract line 3 from line 2. (If "0" or less, you are not entitled to additional allowance(s) for itemized deductions)	4	$

5 If the amount on line 4 is:

Between	Enter on line 5	Between	Enter on line 5	Between	Enter on line 5
$0— $750	1	$2,251—$3,000	4	$4,501—$5,250	7
751—1,500	2	3,001— 3,750	5	5,251— 6,000	8
1,501—2,250	3	3,751— 4,500	6	6,001— 6,750	9

Note: If the amount on line 4 is over $6,750 you get 9 allowances, plus 1 allowance for each $750 or fraction thereof by which the amount on line 4 exceeds $6,750. If the balance on line 4 is less than "0," you may be having too little tax withheld. You can generally avoid this by claiming one less allowance (than the total number to which you are entitled) for each $750 by which the estimated deductions on line 2 are less than the amount on line 3.

5 ▶ Enter this number on line (j), page 1.

If You Need More Detailed Information, See the Instructions that Came with Your Last Federal Income Tax Return or Call Your Local Internal Revenue Office.

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Revenue Form K-4
42A804 (3-65)

DEPARTMENT OF REVENUE - FRANKFORT, KENTUCKY
EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Payroll No. _____

Print full name _____ Social Security No. _____

Print home address _____

EMPLOYEE:
File this form with your employer. Otherwise, he must withhold Kentucky income tax from your wages without exemption.

EMPLOYER:
Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the Department of Revenue should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE, and you claim an exemption, write "1", if you do not, write "0" ..... _____
2. If MARRIED, one exemption each for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"
   (b) If you claim one of these exemptions, write "1" } ..... _____
   (c) If you claim neither of these exemptions, write "0"
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" ..... _____
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" ..... _____
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under instruction 3 on other side.) ..... _____
5. Add the number of exemptions which you have claimed above and write the total ..... [ ]
6. Additional withholding per pay period under agreement with employer. See Instruction 1 ..... $

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) _____, 19 _____ (Signed) _____

1. NUMBER OF EXEMPTIONS.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax for the year than will be withheld if you claim every exemption to which you are entitled, you may increase the withholding by claiming a smaller number of exemptions or you may enter into an agreement with your employer to have additional amounts withheld.

2. CHANGES IN EXEMPTIONS.—You may file a new certificate at any time if the number of your exemptions **INCREASES.**

You must file a new certificate within 10 days if the number of exemptions previously claimed by you **DECREASES** for any of the following reasons:

(a) Your wife (or husband) for whom you have been claiming exemption is divorced or legally separated, or claims her (or his) own exemption on a separate certificate.

(b) The support of a dependent for whom you claimed exemption is taken over by someone else, so that you no longer expect to furnish more than half the support for the year.

OTHER DECREASES in exemption, such as the death of a wife or a dependent, do not affect your withholding until the next year, but require the filing of a new certificate by December 1 of the year in which they occur.

For further information about changes in exemption status resulting from marriage, divorce, legal separation, birth, death, new dependents, etc., consult the Department of Revenue, Frankfort, Kentucky 40601, or your employer.

3. DEPENDENTS.—To qualify as your dependent (line 4 on other side), a person (a) must receive more than one-half of his or her support from you for the year, and (b) must not be claimed as an exemption by such person's husband or wife, and (c) must be a citizen of the United States, or a resident of the United States, Canada, or Mexico, and (d) must be related to you as follows:

Your son or daughter (including legally adopted children), or their descendants, stepson, stepdaughter, son-in-law, or daughter-in-law;

Your father, mother, or ancestor of either, stepfather, stepmother, father-in-law, or mother-in-law;

Your brother, sister, stepbrother, stepsister, half brother, half sister, brother-in-law, or sister-in-law;

Your uncle, aunt, nephew, or niece (but only if related by blood).

4. PENALTIES.—Penalties are imposed for willfully supplying false information or willful failure to supply information which would reduce the withholding exemption.

owens, curr dev. cntr - U.K. - 1113-3

TIME TICKET

Employee's No._____ Date_____ 19___

Employee's Name

JOB NO.	DESCRIPTION OF WORK	HOURS	RATE	AMOUNT		IN	OUT
	Total Regular Hours						
	Total Overtime						

ENTERED PAYROLL	ENTERED REPAIR ORDER	TIME AND JOB NOS. CORRECT	FOREMAN

4K 406 Rediform

Employee's Name_____ Date_____

Number_____

JOB NO.	WORK DONE	ELAPSED TIME	STOP	START	STOP	START	STOP	START	STOP	START	STOP	START	STOP	START	STOP	START	STOP	START	STOP	START	STOP	START

4K 406 Rediform

OWENS, CURR. DEV. CATP. U.K. 1113-1

AN EMPLOYEE'S RESPONSIBILITY TO MANAGEMENT

HE SHOULD

--LIVE UP TO MANAGEMENT POLICIES.

--PUT FORTH HIS BEST EFFORT.

--SHOW THAT HE UNDERSTANDS MANAGEMENT'S PROBLEMS AND OBJECTIVES.

Transparency Master

IMPORTANT FACTORS AFFECTING WORK HABITS

1. Absenteeism
2. Punctuality
3. Stalling or loafing on the job
4. Using company time for personal matters
5. Borrowing company equipment, supplies, or money
6. Good physical and mental health

CAN YOU THINK OF OTHERS?

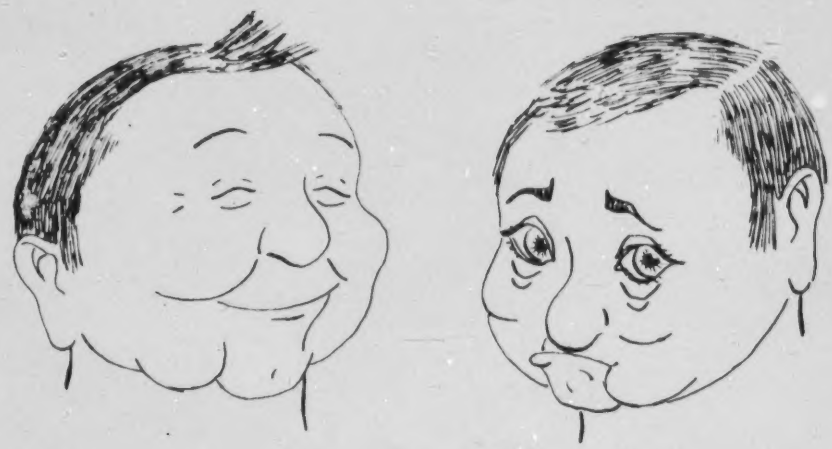
GENERAL BEHAVIOR PATTERNS ESSENTIAL TO KEEPING A JOB

1. Common Courtesies
2. Sincerity
3. Tactfulness
4. Cheerfulness
5. Willingness to Assume Responsibility

Agreeableness

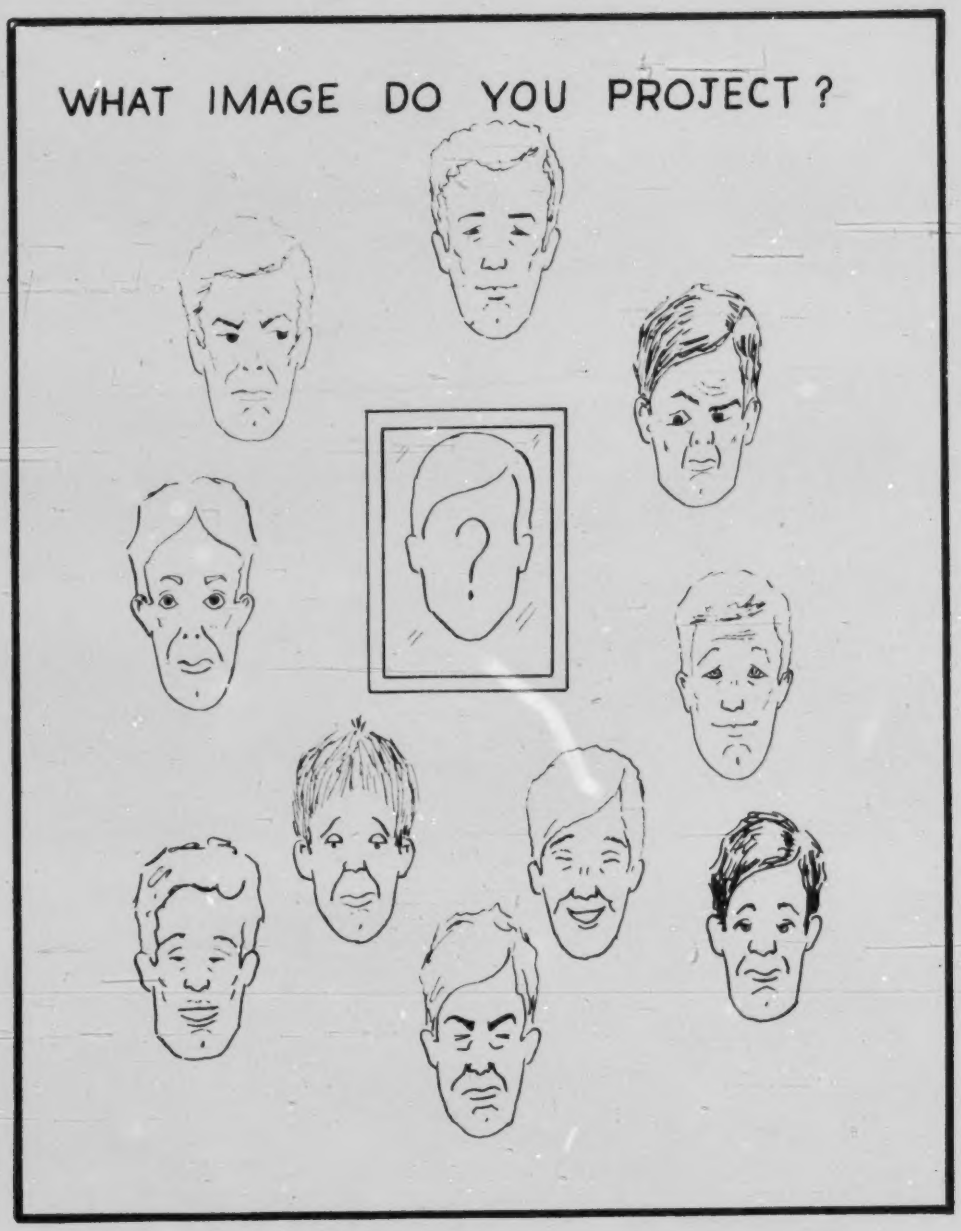
Generousness with

--Time
--Praise
--Thoughtfulness
--Kindness
--Smiles
--Understanding
--Empathy
--Work
--Effort



WHICH IS THE
"FACE OF SUCCESS"?

MORE, CURR. DEV. CNTR., U.K - 899-27



MORE, CURR. DEV. CNTR, U.K- 899-26

MORE, CURR. DEV. CNTR, U.H. 899-12

'THE TIMID SOUL'

MORE, CURR. DEV. CNTR, U.K. - 899 - 23

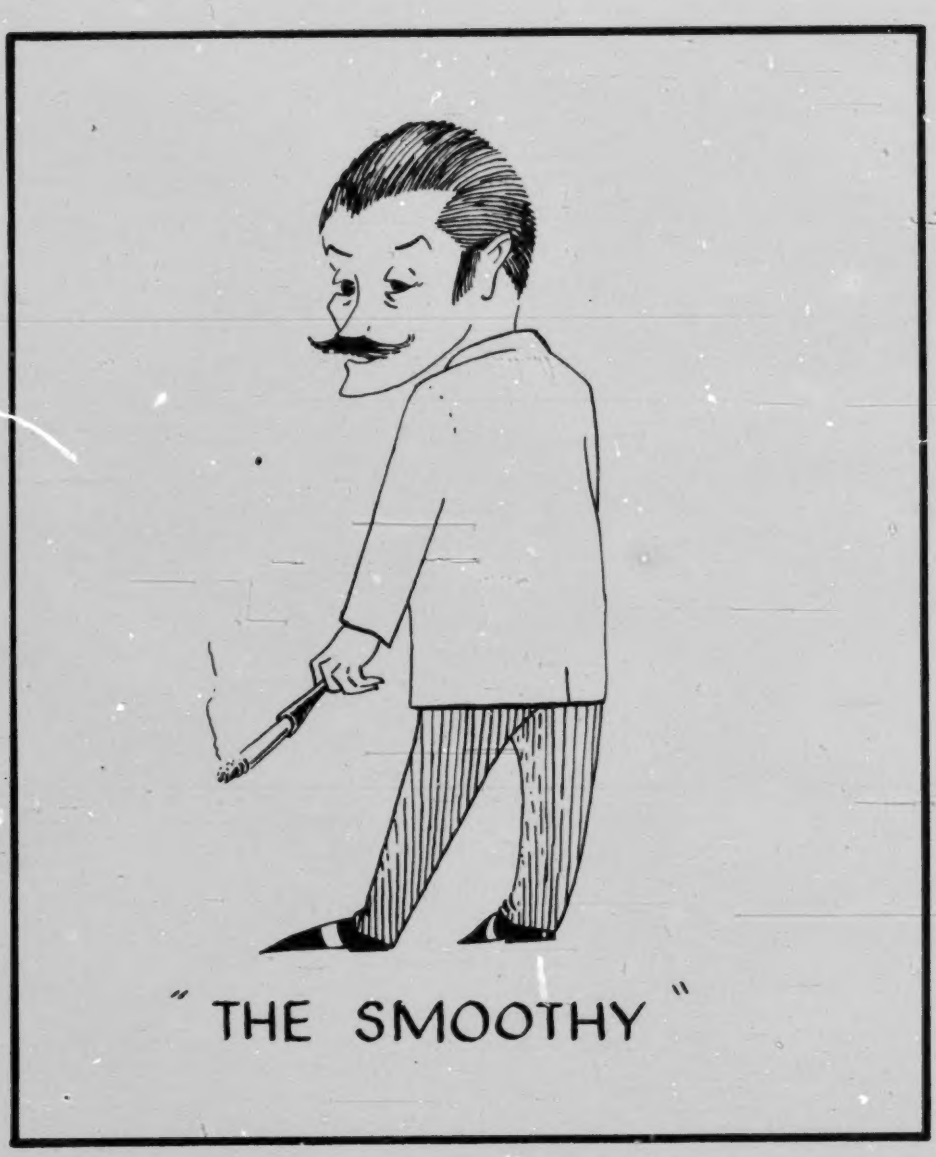
MORE, CURR. DEV. CNTR.-U.K.-899-24

"THE POUTER"

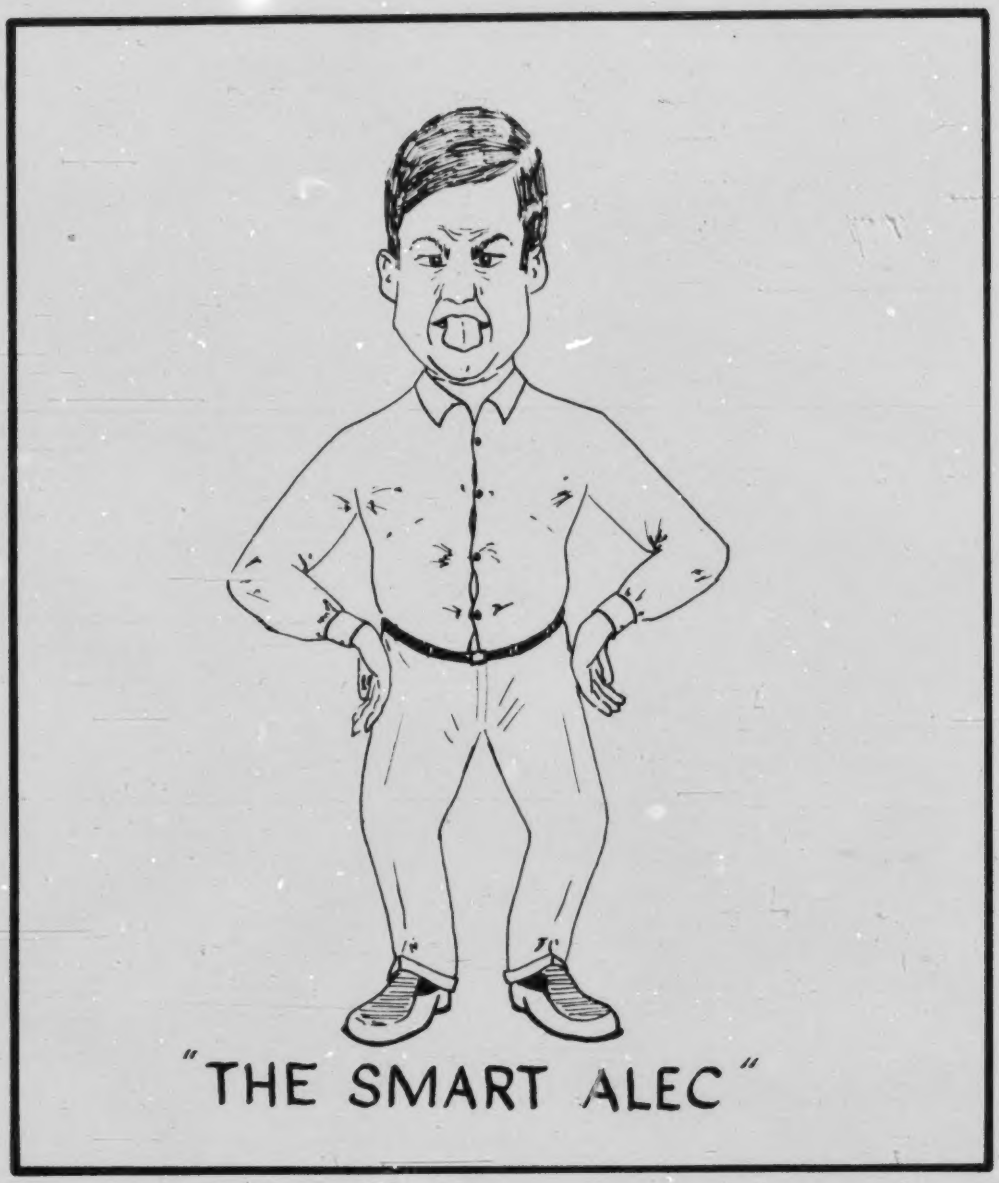
"THE NEUTRAL TYPE"

"THE BULLY"

MORE, CURR. DEV. CNTR. U.K. 899-31



MORE, CURR. DEV. CNTR., U.K. 899-29

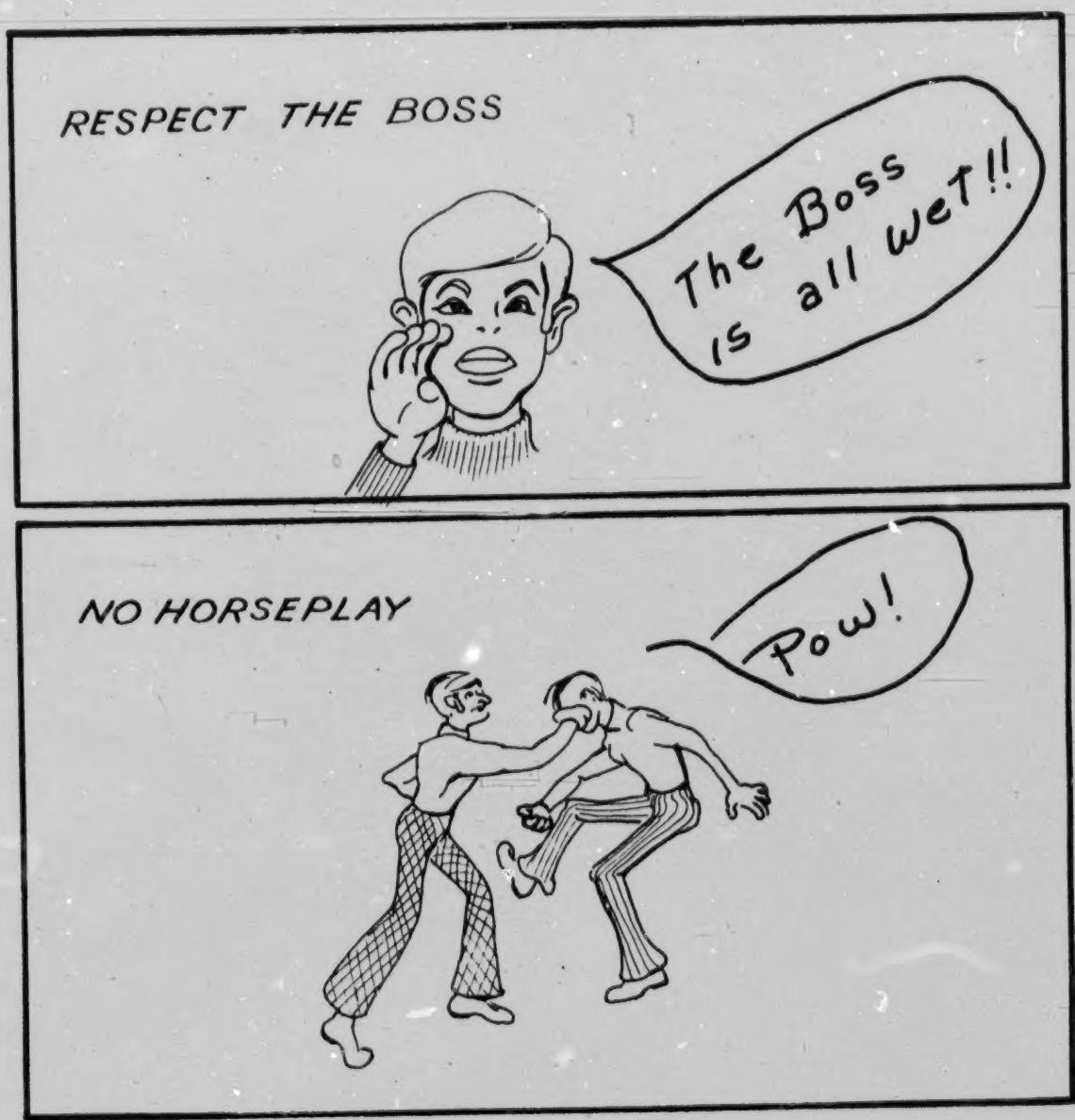


MORE, CURR. DEV. CNTR. -U.K.- 899-20

"THE CLOWN"

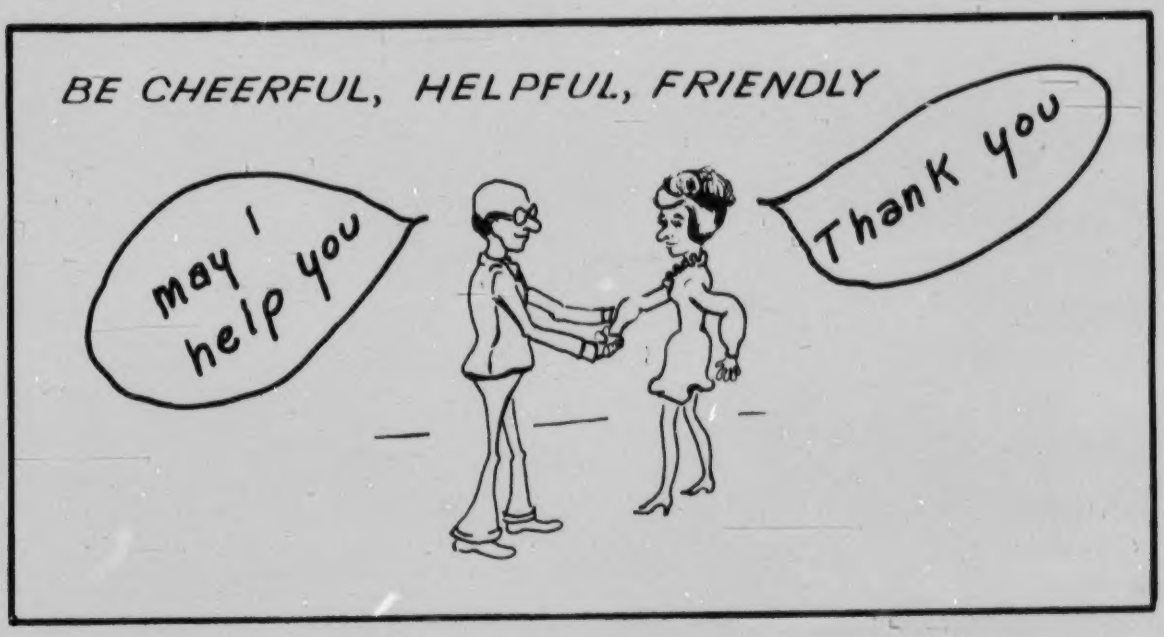
MORE, CURR DEV. CNTR., U.K. 899-30

GETTING ALONG WITH OTHERS



G. OWENS, CURR. DEV. CNTR., U.K. ©77-9

GETTING ALONG WITH OTHERS



OWENS, CURR. DEV. CNTR. U.K. 899-10

PERMANENT CHARACTERISTICS

THAT MAKE YOU AN INDIVIDUAL

AND

DETERMINE HOW OTHERS

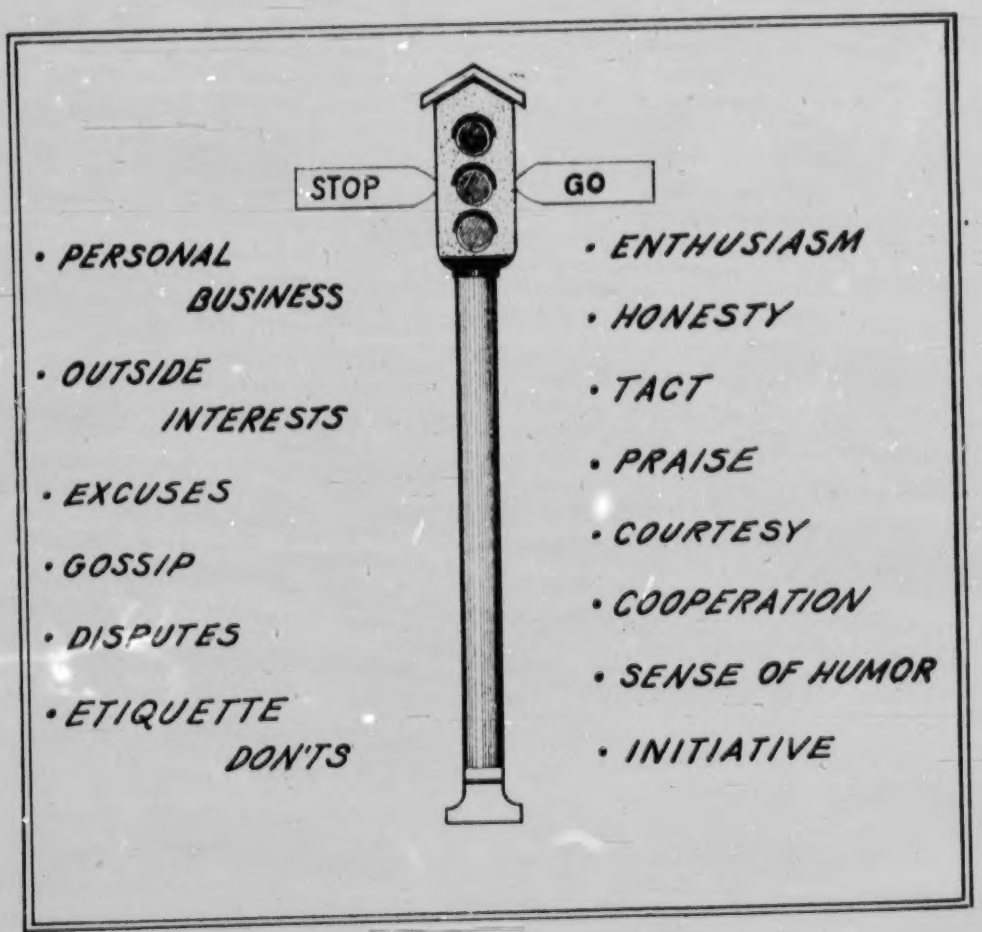
RESPOND TO YOU

OWENS, CURR. DEV. CNTR. U.K. - 899-95

FRIENDLINESS SINCERITY HONESTY TOLERANCE	ATTITUDE	RESPECT LOYALTY THOUGHTFULNESS ENTHUSIASM
GROOMING POISE	APPEARANCE	PERSONAL HYGIENE
ABILITY TO GET ALONG WITH OTHERS	SOCIABILITY	MATURITY
CONFIDENCE EMOTIONS	MANNERISMS	VOICE AND SPEECH
INDUSTRIOUSNESS COOPERATIVENESS WILLINGNESS	AMBITION	INITIATIVE PERSEVERANCE ACCURACY

OWENS, CURR DEV. CNTR., U.K. - 899-46

HUMAN RELATIONS ON THE JOB



LMORE, CURR. DEV. CNTR., U.K- 699-2

3. WITH THE BOSS
(think)

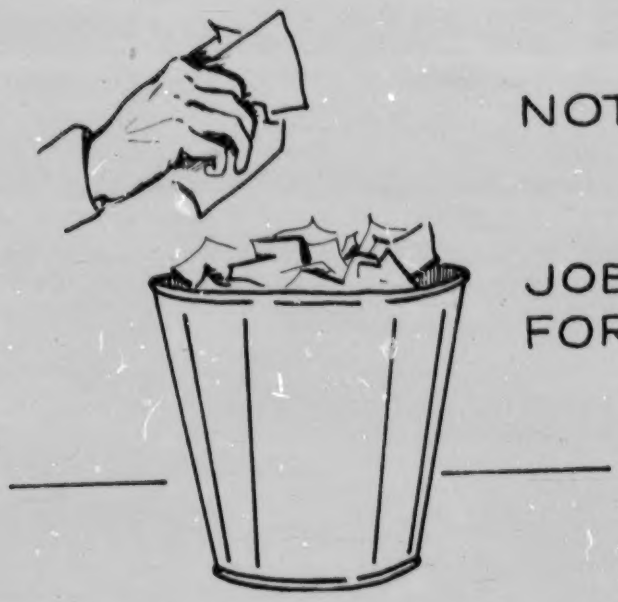
2. WITH CUSTOMERS
(the meat of success)

1. WITH COWORKERS
(get your foot in the door.)

"GETTING ALONG"

GILMORE, CURR. DEV. CNTR, U. K – 899-2F

WHY PEOPLE LOSE JOBS

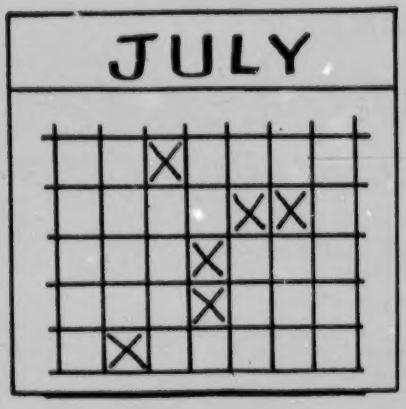


NOT FOLLOWING RULES

.....

JOB TOO HARD FOR THE PERSON TO DO

MISSING TOO MANY DAYS



WHY PEOPLE LOSE JOBS

TOO MANY
WORK BREAKS

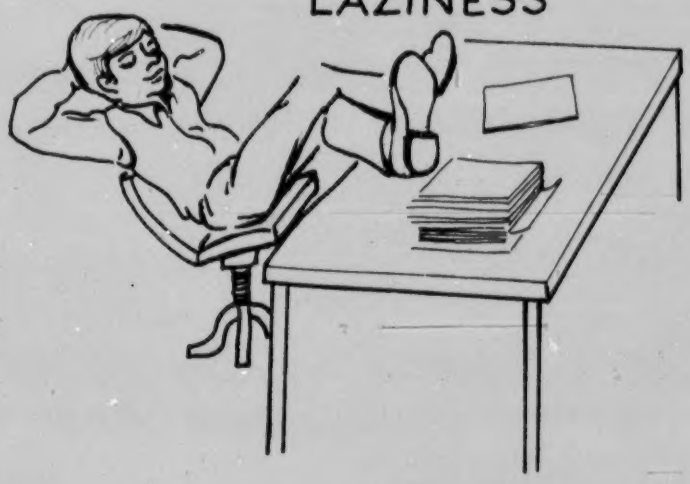
DISHONESTY

OWENS, CURR. DEV. CNTR., U.K.-899-4

WHY PEOPLE LOSE JOBS

COMING TO WORK LATE

LAZINESS



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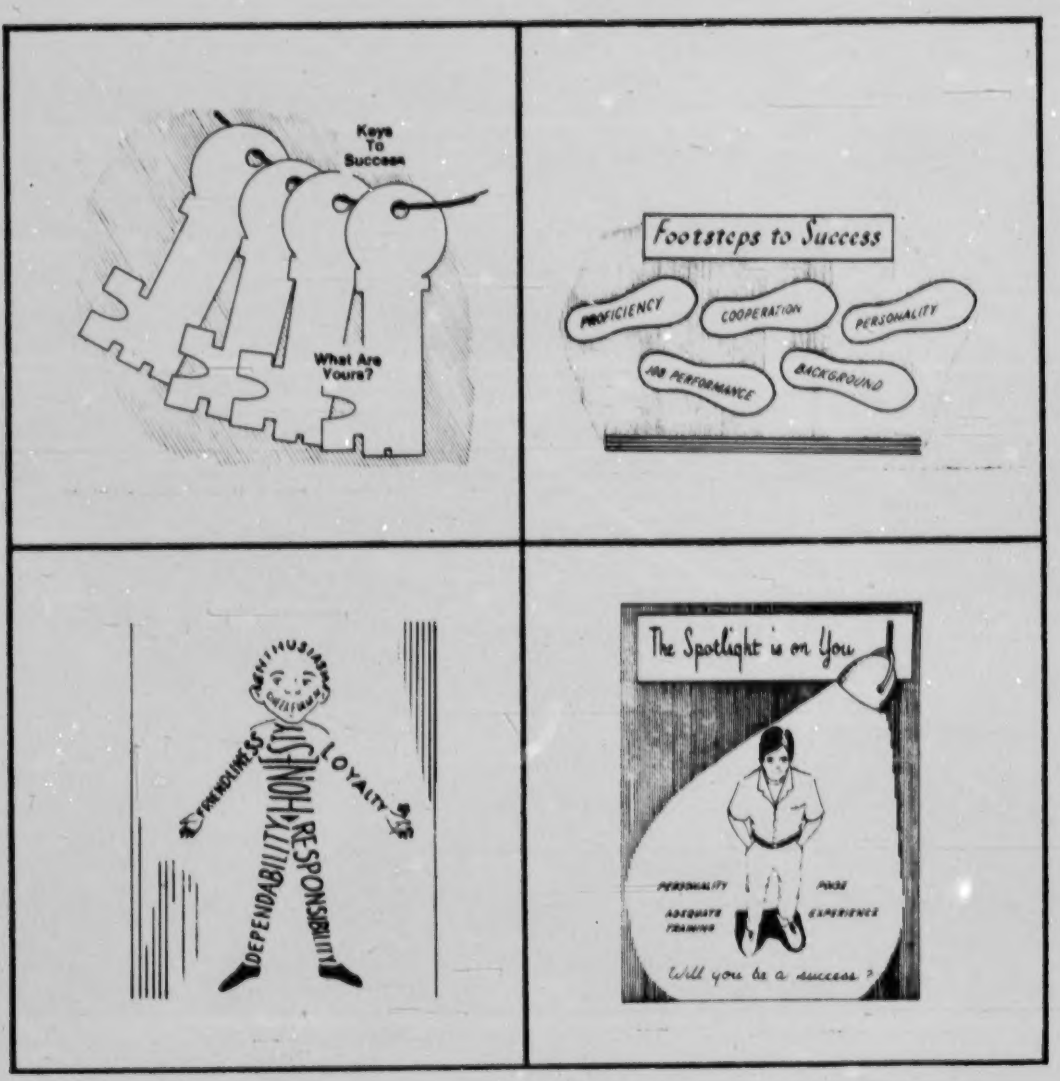
OWENS, CURR DEV. CNTR. U.K. - 899-3


Keys To Success
What Are Yours?
Footsteps to Success
PROFICIENCY
COOPERATION
PERSONALITY
JOB PERFORMANCE
BACKGROUND
ENTHUSIASM
FRIENDLINESS
LOYALTY
DEPENDABILITY
RESPONSIBILITY
The Spotlight is on You
PERSONALITY
POISE
ADEQUATE TRAINING
EXPERIENCE
Will you be a success?

ARE YOU DOWNGRADING YOUR FUTURE?

Proper rest is required for you to perform at your best.

PEOPLE FORM OPINIONS OF US BY THE WAY WE ACT.

LET GOOD MANNERS BECOME A HABIT.

Become Aware of the Necessity for Good Habits Pertaining to

--Cleanliness and personal hygiene
--Proper use of daytime cosmetics
--Attractive business hair styles
--Well-kept hands and nails
--Good posture
--Distraction caused by grooming on the job

HOW IS YOUR WORK POSTURE?

ANTREESE, CURR DEV. CNTR, U.K. 899-19

Learning Packet 1

HOW TO MAKE A GOOD IMPRESSION

Prepared by
Mrs. Ernestine Scott
Boyle County High School

Instructions to the Teacher

The purpose of this packet is to provide an audio-visual learning experience concerned with the attitudes and personality traits which contribute to job success. It is designed especially for disadvantaged students because many of them have undesirable qualities in these areas. It is also recommended to help the handicapped become aware of what is desirable. The packet is designed for individualized instruction (to be used by one student at his own rate). It may also be used for group instruction. Be sure to describe the packet and its purpose and give instructions to the students on how they are to proceed.

Materials Included

The following instructional materials are included:

a. Typed script for making a cassette recording
b. Pre-test
c. Series of illustrations, correlated with the tape script, which may be used for making transparencies or duplicated and bound together as a student booklet
d. Post-test

Objective for the Student

Identify the attitudes and personality traits which contribute to job success.

Tape Script*
MAKING A GOOD IMPRESSION

To begin this lesson, please complete Exercise 1 which your teacher will pass to you. This deals with the importance of attitudes in the world of work. When you have completed the form, return it to your teacher. Stop the recorder now. When you have completed the form and returned it to your teacher, start the recorder again.

Look at Illustration 1 or Transparency 1 on "How to Make a Good Impression." It is often amazing to see the different impressions people make on other people by their attitude. There are a few people who approach jobs and school with the attitude that there is a war going on. They are on the good side and all the employers and teachers are on the bad side. They appear to be ready to fight about anything: salary, working conditions, hours of work or deductions. Very few of these people are hired; or if they are, they probably won't hold their jobs very long. Some students fail to realize that the basic idea of getting a job and working is to make a contribution to a particular business or company and to receive rewards (salary) for their work. This is what it is all about. One young person asked, "Once I get a job that I like, how can I make sure that I will always have it?" That is not an easy question to answer. There is very little that is guaranteed forever in this life. No one can tell you that you will always have the job you like. Things happen. Sometimes people are fired because they do not exhibit the proper attitude

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*Record a "beep" or warning signal on the tape as an indicator to change activities or refer to the next illustration.

towards their job, working, or getting along with fellow employees. Success in your job will be determined largely by the way you are able to get along with other people. If you should ask the question, "What does it take to make it in the world of jobs?" the chances are that not many people could give you a complete answer. There is no special rule--no magic formula--to insure success on the job; but there are many requirements that are common to nearly every kind of job. These have to do with attitudes. Attitudes play an important role in the life of an individual. One's entire outlook on life is expressed in his personal attitude. Basic personal abilities, salable skills, good work attitudes and education are all fine, important sounding words, but what do they mean? What exactly are some basic characteristics which make proper attitudes and personal abilities? Let's take a look at some of these.

Cooperation (Illustration 2 or Transparency 2)

Gaining the cooperation of others is extremely important to the person working. Take the initiative in being helpful; but do this because you want to, not because you want to be praised or thanked.

Friendliness (Illustration 3 or Transparency 3)

Friendliness is the first key to success in working with others. One should smile and maintain a pleasant disposition regardless of the attitudes of others.

Respect (Illustration 4 or Transparency 4)

One should respect all members of his group regardless of social standing or ability. Each employee should recognize the dignity and worth of every human being.

Sincerity (Illustration 5 or Transparency 5)

A person who is sincere is characterized by high moral principles and never makes the habit of misleading someone by concealing the truth. This quality is a must for success in any job.

Enthusiasm (Illustration 6 or Transparency 6)

Enthusiasm is as necessary to job success as breathing is to living. A person who is enthusiastic shows a lot of interest and concern for his job.

Willingness (Illustration 7 or Transparency 7)

Willingness to do what is expected of you and willingness to help others whenever possible will help you to realize success yourself.

Tolerance (Illustration 8 or Transparency 8)

A person who has tolerance has the disposition to be patient and fair toward those whose opinions or practices differ from his own. Many times on a job, you will find opinions and practices with which you differ. You must show patience with people even though you may not agree with them. One should not be strongly opinionated toward a subject to the point of offending others. Strong convictions are desirable, but no one has the right to force or impose his opinions on others.

Interest (Illustration 9 or Transparency 9)

To really enjoy your job, you must have an interest in what you are doing. You must become involved in what you are doing. Participate because you are interested. A person who is not interested in what he is doing will do a poor job.

Loyalty (Illustration 10 or Transparency 10)

One should never carry idle tales to the boss or fellow employees if he expects to be accepted by everyone. A person who tells the boss confidential statements of others will not get along well in most job situations. Disloyalty often leads to job failure.

Honesty (Illustration 11 or Transparency 11)

Honesty is a requirement for job success in all situations. A person must be honorable and upright in principles, intentions, and actions in order to be trusted. No employer will keep an employee that he cannot trust.

Maturity (Illustration 4 or Transparency 4)

Maturity is many things. It is the ability to base a judgment on the big picture--the long haul. Maturity is the ability to stick with a job or situation until it is finished. The person who is constantly changing jobs and changing friends is immature. He can't stick it out because he hasn't grown up. Maturity is the capacity to face unpleasantness, frustration, discomfort, and defeat without complaint or collapse. The mature person knows he can't have everything his own way.

Appearance (Illustration 13 or Transparency 13)

Your appearance is an important factor in job success. You should always be neat, clean, and appropriately dressed for your job. A sloppy dresser is usually a sloppy worker.

Poise (Illustration 14 or Transparency 14)

Poise is the ability to hold yourself steady and remain composed in any situation. A person who panics easily or becomes frustrated easily will not be able to perform his job well.

Initiative (Illustration 15 or Transparency 15)

A person who is capable of taking initiative is one who has the readiness and ability to start a task on his own. He is the leader and he doesn't have to be told what to do next. This quality will help anyone attain job success.

Accuracy (Illustration 16 or Transparency 16)

Accuracy is the quality of being exact or correct. This is absolutely necessary in any job. You can't go very far in the world of work without accuracy. For example, a shipping clerk who misdirects packages because he can't read address numbers correctly won't last long on the job nor will a waitress who overcharges her customers for their meals because her addition is poor.

Dependability (Illustration 17 or Transparency 17)

Dependability means living up to your responsibilities. The world is filled with people who can't be counted on: (1) people who never seem to come through in the clutches, and (2) people who break promises and substitute alibis for performance. They show up late or not at all. They are confused and disorganized. Their lives are a chaotic maze of unfinished business. Do you mean what you say and say what you mean?

Perserverence (Illustration 18 or Transparency 18)

Perserverence is the ability to stick with a situation until it is finished. For continual job success, you must maintain a purpose and stick to it steadfastly.

Thoughtfulness (Illustration 19 or Transparency 19)

Being thoughtful is the ability to take thought for the comfort and good of others. It often means providing little attentions,

offering services, or in some way being considerate. It means being careful not to hurt the feelings of others. Whenever possible, one should help others to achieve success.

Industriousness (Illustration 20 or Transparency 20)

Industriousness is the quality of being hard working and diligent. A person who is diligent puts forth a constant effort to accomplish something. He is attentive and persistent in completing his work. This quality is a must if you are to be a success in the business world.

Ambition (Illustration 21 or Transparency 21)

As an employee, you have an obligation to yourself to not just put in your time every day with no goals to work toward. Set high goals for yourself and work hard to achieve these goals. You should do your best to achieve the skills necessary to make you a success on your job. Once you have developed the skills and attitudes you desire, you should use them properly. This will lead to promotions. Many people who have started out in very minor jobs have worked their way up to be the manager or the owner of a business. If you are ambitious enough, this could happen to you.

Listen (Illustration 22 or Transparency 22)

One should be conscious of the importance of listening carefully to the opinions and comments of others. Many people are adept at expressing their own opinions. Few know the true meaning of listening to others.

Pride (Illustration 23 or Transparency 23)

Pride in work is being able to put forth your best efforts so that you can take pleasure and satisfaction from it. In your job the amount of success gained will depend upon how much pride you have shown in your work.

Summary

In conclusion, remember, an employer can provide jobs, certain favorable conditions, and rewards for his employees. But, this does not necessarily mean that the employee will succeed. What does this mean to the employee? It means that he will be largely responsible for his own success or failure. It is up to him to recognize the characteristics required for success in his job.

Proper attitude and personality traits are of key importance to young workers; the lack of them is one of the most frequent causes for job failure. Success in your job is based not only on your ability to perform the job but also on your attitude toward your work. Success is based on knowledge, skill, attitude, appearance, speech and action. Remember, the advantages possessed by the young worker who does develop a fine character and attractive personality certainly make the effort to develop them worthwhile. These characteristics do not come by simply memorizing facts but by constant practice of better habits of thinking and acting. The job is up to you.

At the beginning of the lesson you completed an exercise on the importance of attitude in the world of work. By now, you know attitude and personality go hand in hand. To help you recognize your strengths and weaknesses in these areas, please complete Exercise 2. Stop the recorder and take this Exercise from your teacher. This completes the learning packet on "How to Make a Good Impression on the Job."

Learning Packet 1

Name_____

EXERCISE 1
THE IMPORTANCE OF ATTITUDE

Place a plus (+) sign in the blank before the statement you feel describes a characteristic that relates to success on the job. Place a minus (-) sign before those you consider to be poor.

_____1. Considers what is good for or helpful to others

_____2. Never makes excuses

_____3. Unable to see the other person's point of view

_____4. Seldom criticizes others

_____5. Tries to force his ideas and opinions on others

_____6. Rarely smiles

_____7. Unwilling to change

_____8. When talking with another person, looks him in the eye--but does not try to stare him down

_____9. Few interests, is often bored

____10. Smiles easily

____11. Accepts responsibility for mistakes

____12. Complains about nearly everything

____13. Often makes excuses

____14. Has a variety of interests

____15. Unwilling or unable to look the other person in the eye

____16. Willing to change his ideas, dress, behavior when appropriate

____17. Very critical of others

____18. Blames others for own mistakes or shortcomings

____19. Able to see the other person's point of view

Name_____

____20. Thinks only of himself: "What's in it for me?"

____21. Almost never complains

____22. Respects the ideas and opinions of others

Learning Packet 1

Name_____
Date_____

EXERCISE 2
PERSONALITY INVENTORY SHEET

Directions: Opposite each personality trait, enter a score using the following scale: 5 points - excellent; 4 points - good; 3 points - average; 2 points - below average; 1 point - poor. Be as sincere, honest, and frank as possible.

TRAIT	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	POOR
1. Posture					
2. Facial expression					
3. Health					
4. Grooming					
5. Dress					
6. Mannerisms					
7. Speech					
8. Body control					
9. Intelligence					
10. Initiative					
11. Industry					
12. Dependability					
13. Enthusiasm					
14. Sincere interest in others					
15. Honesty					
16. Courtesy					
17. Manners					
18. Respect for others					
19. Emotional control					
20. Self-confidence					
21. Integrity					
22. Loyalty					
23. Desire to work					
24. Acceptance of change					
25. Ability to decide					
26. Ability to accept criticism					
27. Tact					
28. Cheerfulness					
29. Alertness					
30. Obedience					
31. Consideration for others					
32. Cooperativeness					
33. Accuracy					
34. Good memory					

HOW TO MAKE A GOOD IMPRESSION

OWENS, CURR.DEV.CNTR, U.H. 899-97

COOPERATION

OWENS, CURR. DEV. CNTR., U.K. - 899-61

FRIENDLINESS

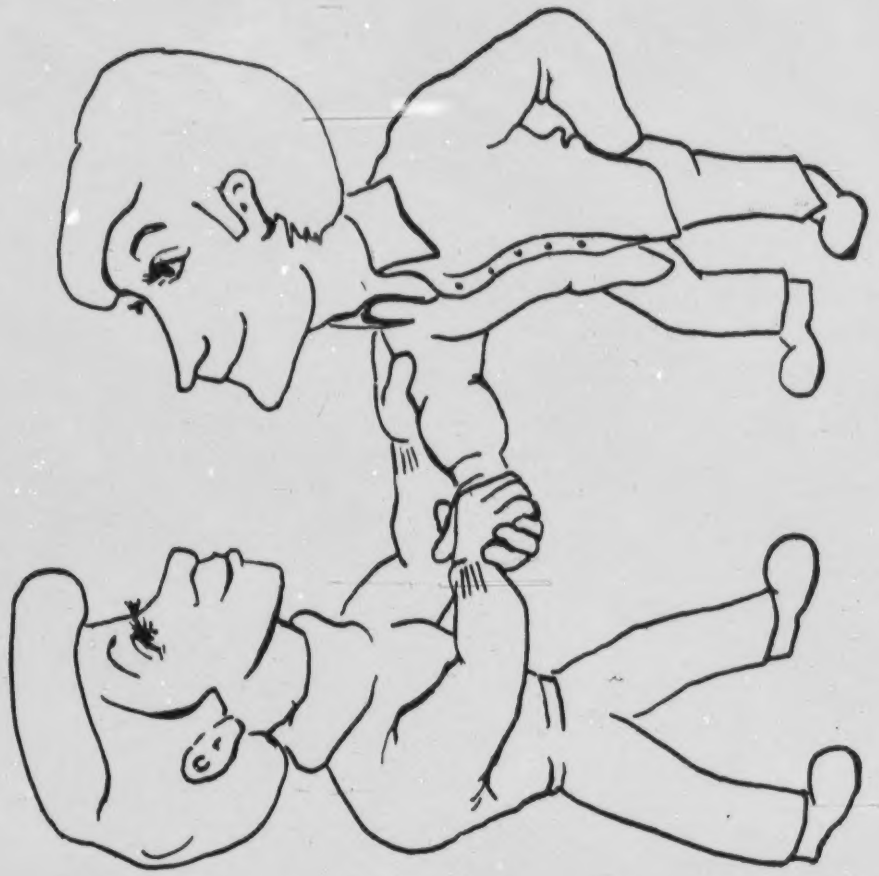
OWENS., CURR. DEV. CNTR. U.K. 899-63

MATURITY

RESPECT

OWENS, CURR. DEV. CNTR., U.K. -899-66

SINCERITY

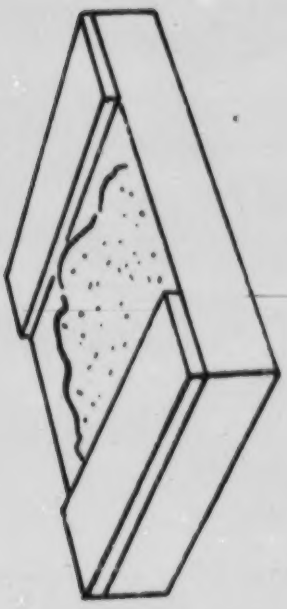


WENS, CURR. DEV. CNTR., U.K. -899-55

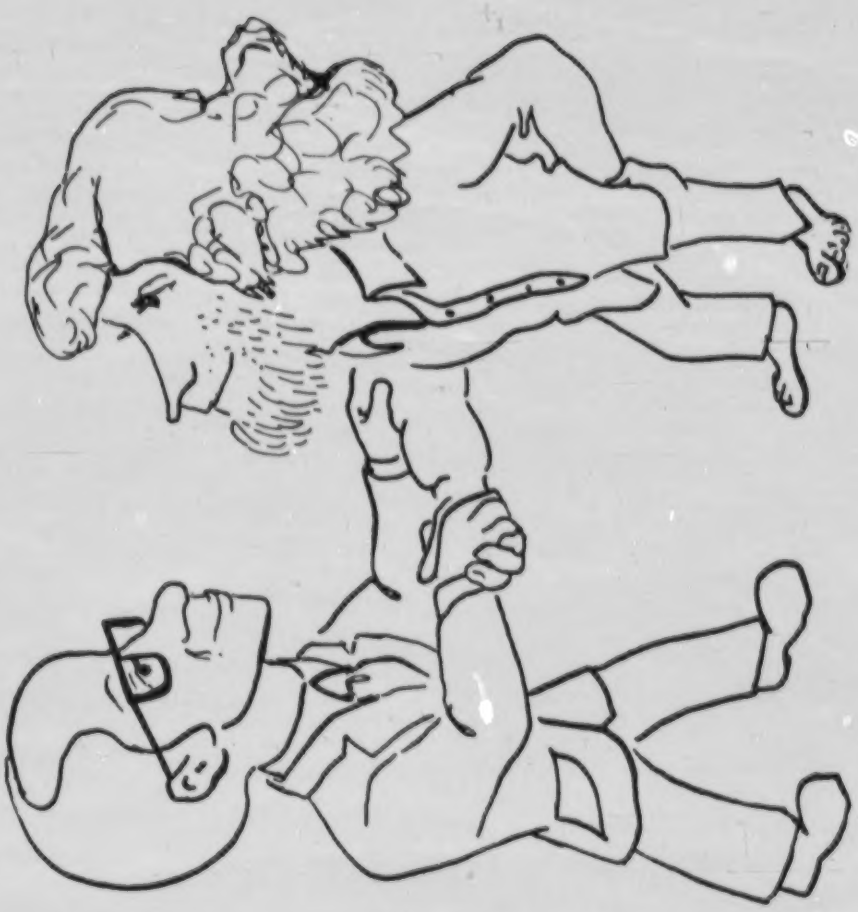
ENTHUSIASM

OWENS, CURR. DEV. CNTR. U.H., 877-87

WILLINGNESS



TOLERANCE



OWENS, CURR. DEV. CNTR. U.H. 999-69

INTEREST

OWENS, CURR. DEV. CNTR.-U.K. 909-60

LOYALTY

OWENS, CURR. DEV. CNTR.-U.K. 1979-88

HONESTY

OWENS, CURR. DEV CNTR., U.K.—899-53

APPEARANCE

S. OWENS, CURR. DEV. CNTR, U.K - 899-64

POISE

OWENS, CURR. DEV. CNTR. U.H. 599-49

INITIATIVE

WENS, CURR. DEV. CNTR., U.K.-999 - 51

ACCURACY

OWENS, CURR. DEV. CNTR., U.K. -899-59

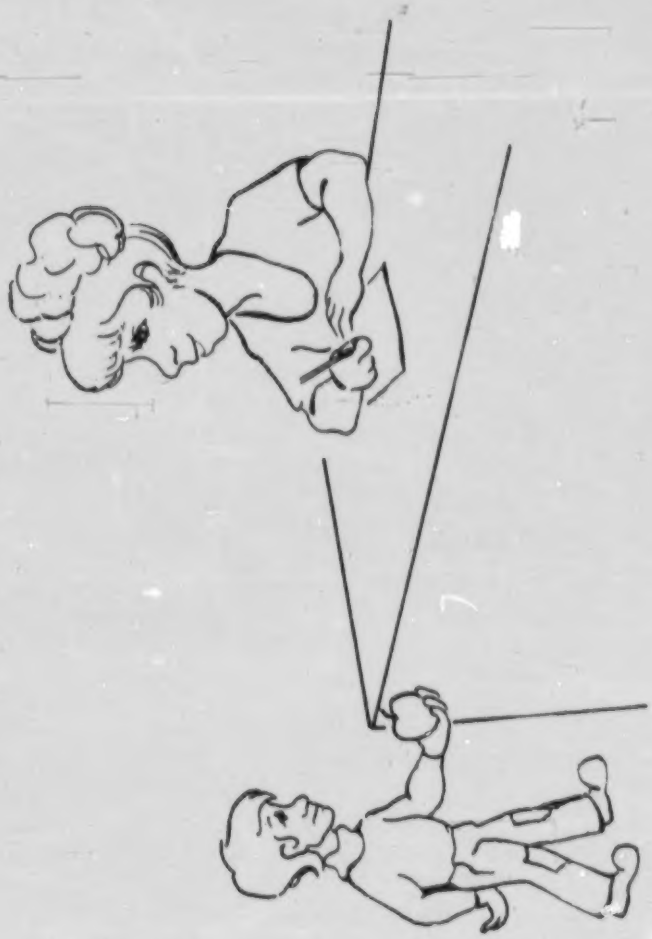
DEPENDABILITY

OWENS, CURR. DEV. CNTR., U.K. 899-54

PERSEVERANCE

WENS, CURR. DEV. CNTR., U.K. 899-98

THOUGHTFULNESS



OWENS, CURR. DEV. CNTR., U.K. -699 - 52

INDUSTRIOUSNESS

WENG, CURR. DEV. CNTR., U.K. - 899-50

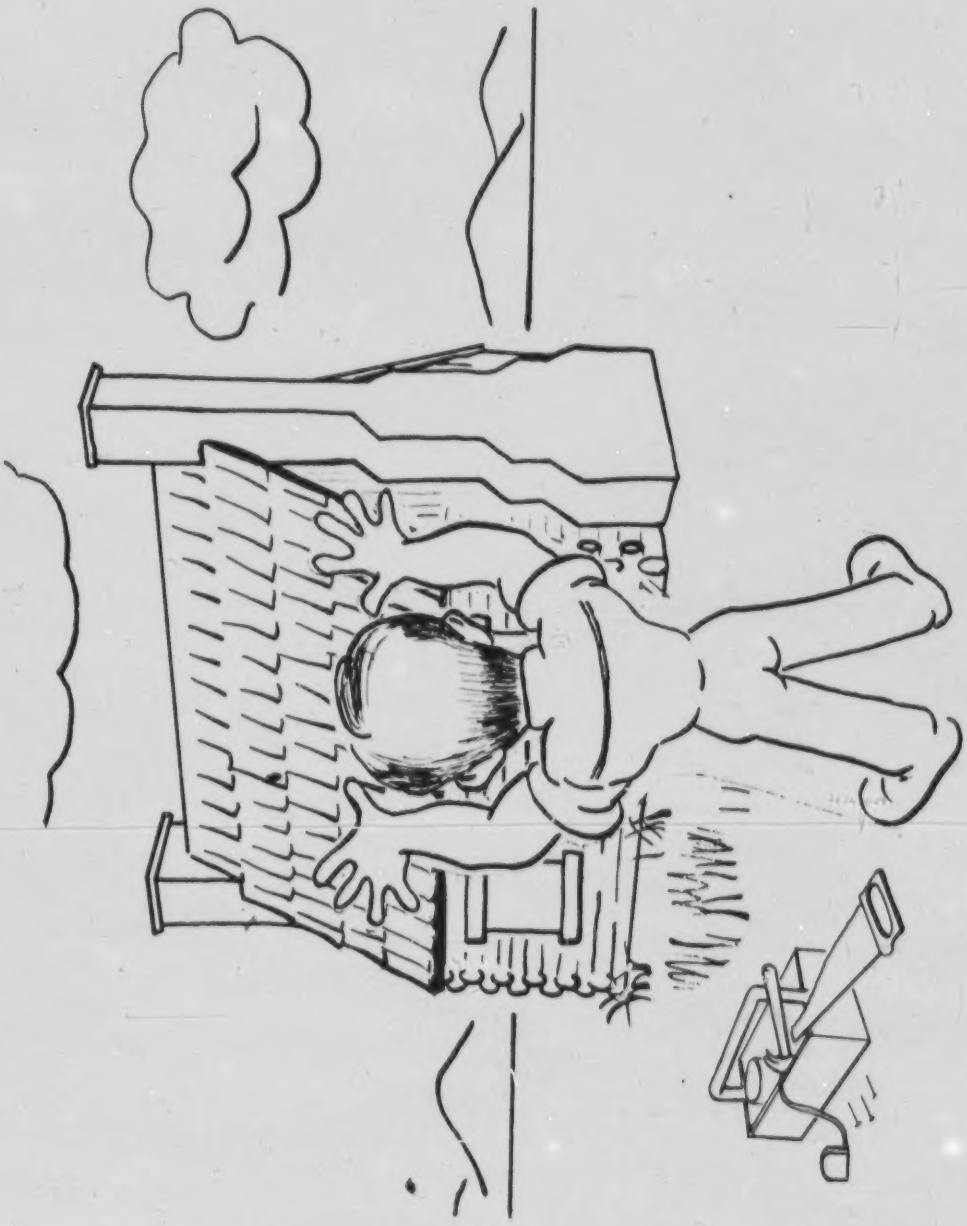
AMBITION

OWENS, CURR. DEV. CNTR., U.K. 899-65

LISTEN

OWENS, CURR. DEV. CNTR, U.K. - 899-62

PRIDE IN WORK



OWENS, CURR. DEV. CNTR., U.K. 899-56

Learning Packet 2

HOW TO KEEP A JOB

Prepared by
Mrs. Ernestine Scott
Boyle County High School

Instructions to the Teacher

The purpose of this packet is to provide an audio-visual learning experience which will help the student understand and remember some simple rules he must follow in order to keep a job.

The packet may be used for either group or individualized instruction. Before using it in either situation, be sure to describe the packet, make the objective to be attained clear, and give complete instructions on how the student is to proceed. When the packet is to be used by one student at his own rate, you may wish to duplicate the illustrations and staple them together in booklet form rather than have the student use the overhead projector or view from the illustrations directly from the transparencies.

Materials Included

The following instructional materials are included:

a. Typed script for making a cassette recording
b. Pre-test
c. Series of illustrations, correlated with the tape script, which may be used for making transparencies or duplicated and bound together as a student booklet
d. Post-test

Objective for the Student

List ten rules which one must follow in order to keep a job and tell why following them is necessary.

TAPE SCRIPT*
HOW TO KEEP A JOB

Introduction (Illustration 1 or Transparency 1)

You got the job. You start tomorrow, and right now you feel as if butterflies are having a party in your stomach. You are wondering: Will I like it? Will they like me? Can I do the job? Relax, your new boss must have thought you could do the job or he would not have hired you. He wants you to work for him. He wants you to do well, and you will if you follow a few simple rules. How many of these do you already know? Stop the tape and complete Exercise 1.

Look right for the job. (Illustrations 2 & 3 or Transparencies 2 & 3)

Fancy party clothes or jazzy sports clothes are not right for business. The rule here is clothes that are simple, clean, and neat. That also goes for hairdo, haircut, makeup, fingernails, shoes and shaves.

Be on time, coming and going. (Illustration 4 or Transparency 4)

People who come in late, take long lunch hours, or leave early are cheating the boss of work time for which he is paying. Don't think he won't notice. He'll remember when you ask for a raise.

If you can't come to work, call the boss and tell him. (Illustration 5 or Transparency 5)

No business can operate without workers. Your boss needs to know if you can't be there so that he can get somebody else to do your work for that day.

---

*Record a "beep" or warning signal on the tape as an indicator to change activities or refer to the next illustration.

Do the work that has to be done. (Illustration 6 or Transparency 6)

Every job has parts that aren't fun. Some secretaries hate to file. Some mechanics hate to clean up and put away tools. Just remember, your work isn't finished until every part of it is done.

When you're at work, work! (Illustration 7 or Transparency 7)

Horsing around, taking other workers' time with conversation, or making personal phone calls takes time away from work. Business hours are for business.

Be polite to everyone. Get along with people. (Illustration 8 or Transparency 8)

Keep your temper even if someone is rude to you. You will notice that the nicest people you work with are the ones who are always ready to help. Be like them.

Do what you are asked to do. (Illustration 9 or Transparency 9)

Your boss may ask you to do something that is not the work you think you were hired to do. It happens to everybody. Don't argue about it. Just do it as well as you can. You might learn something new.

Get to be good at your job. (Illustration 10 or Transparency 10)

Learn to do it fast and well. When your employer needs someone for a better job he will probably consider one of his workers for it. If you have done your job well, you may get promoted.

Be able to take instructions. (Illustration 11 or Transparency 11)

Don't think you know more than your boss. Remember he's been on the job a lot longer than you. So, if his instructions seem strange to you, don't say: "That's not the way we learned it in school." Do it his way.

Be able to take criticism. (Illustration 12 or Transparency 12)

Don't think your boss is picking on you if he tells you you're doing something wrong. He wants you to succeed on your job. The chances are that what he tells you is for your own good.

Rules to Remember. (Illustration 13 or Transparency 13)

Let's go over the rules to remember in keeping a job so that they will be clear in your mind. If you have not copied each rule, please do so now. Copy the rules in the order in which they are presented on the summary sheet. You may use these to assist you in answering Exercise 2 which will follow this summary.

RULES FOR KEEPING A JOB

1. Look right for the job.
2. Be on time coming and going.
3. Do the work that has to be done.
4. When you are on the job--work on the job.
5. Be polite to everyone. Get along with people.
6. Do what you are asked to do.
7. Get to be good at your job.
8. Be able to take instructions.
9. Be able to take criticism.
10. If you can't come to work call your boss and tell him.

Learning Packet 2
Student Exercise Sheet
Name_____
Date_____

EXERCISE 1
RULES TO FOLLOW

Instructions: Complete the following exercise.

In this unit, we will cover a few simple but very important rules necessary for you to follow to keep a job. How much do you already know about what is correct and incorrect conduct? Write down as many as you can think of that will be necessary for you to follow to stay hired!

1.

2.

3.

4.

5.

6.

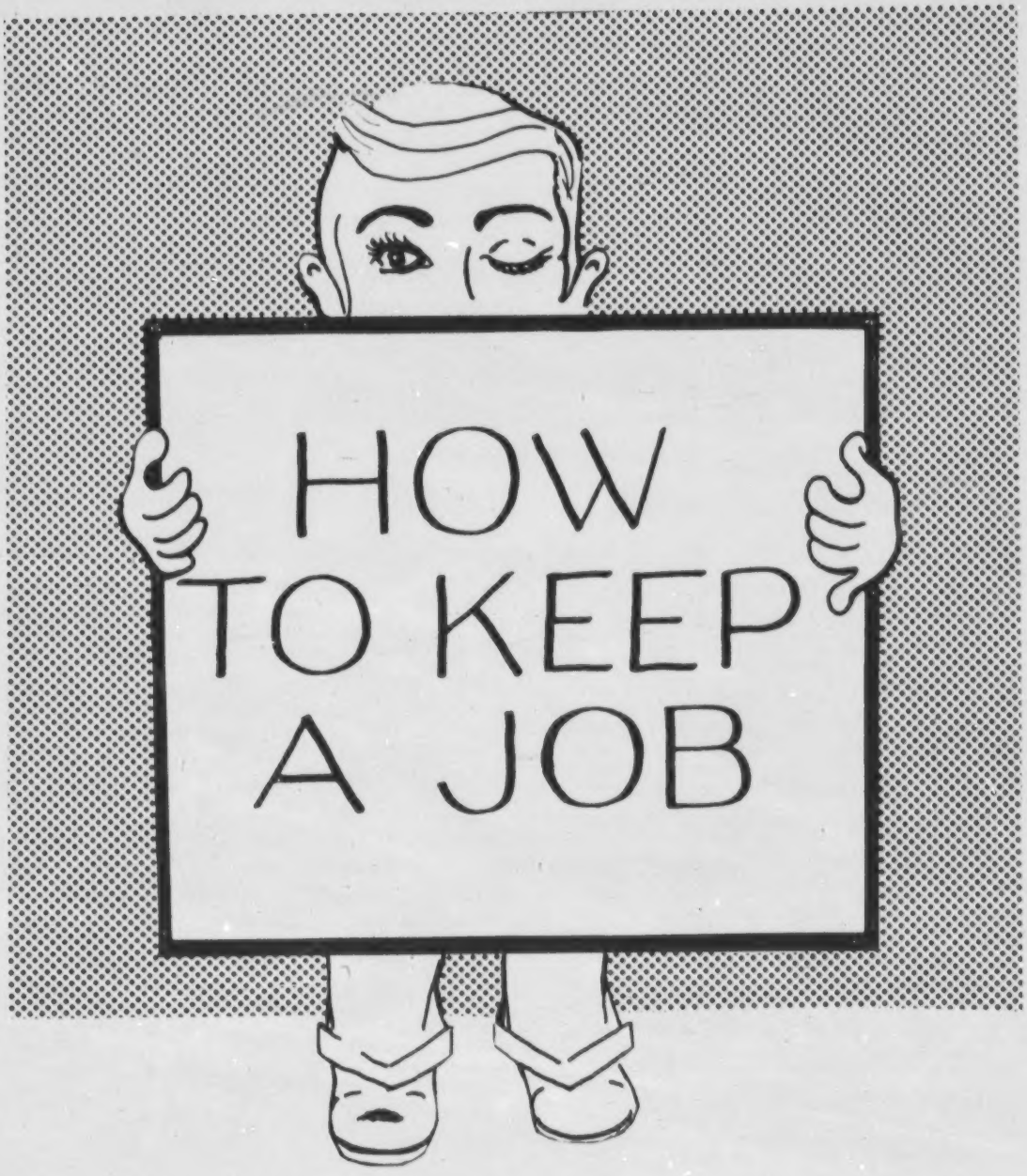
7.

8.

9.

10.

Keep this exercise until you have completed the unit. Then come back and check your answers. Add to this list any new job rules that you have learned.


HOW
TO KEEP
A JOB

LOOK RIGHT FOR THE JOB.

NO

NS. CURR DEV CNTR U.K. - 899-34

LOOK RIGHT FOR THE JOB.

YES

ENS, CURR DEV CNTR., U.K. 899-35

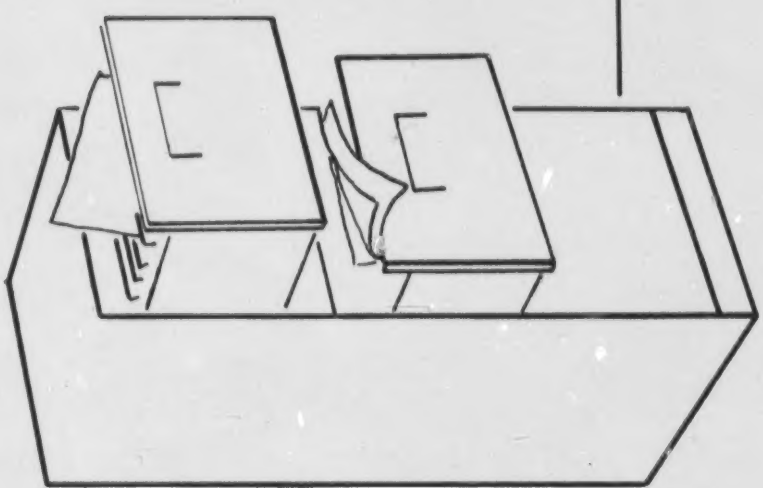
ENS, CURR DEV CNTR, U.K. 899-36

IF YOU CAN'T COME TO WORK,
CALL YOUR BOSS AND TELL HIM.

BEST COPY AVAILABLE

NS. CURR. DEV CNTR. -U.K- 899-44

DO THE WORK THAT HAS TO BE DONE.



NS, CURR DEV CNTR., U.K. -899-37

WHEN YOU'RE AT WORK, WORK.

BE POLITE TO EVERYONE.

GET ALONG WITH PEOPLE.

ENS, CURR. DEV. CNTR., U.K. 899-39

DO WHAT YOU ARE ASKED TO DO.

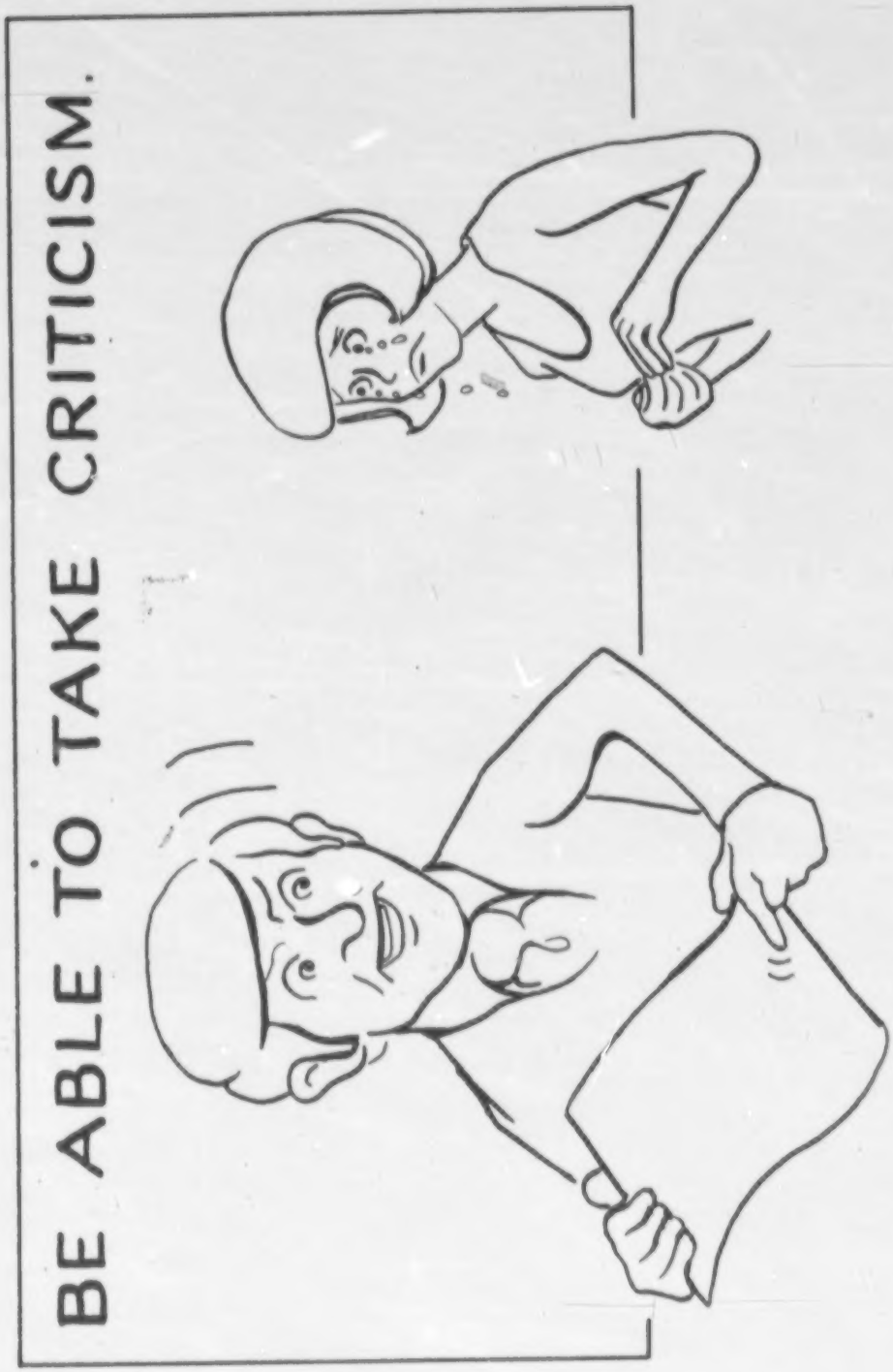
ENS. CURR. DEV. CNTR - U.K. 899-40

GET TO BE GOOD AT YOUR JOB.

ENS, CURR DEV CNTR. U.K.- 899-41

BE ABLE TO TAKE INSTRUCTIONS.

ENS. CURR DEV CNTR U.K- 899-42



ENS. CURR. DEV. CNTR. U.K. -899-93

RULES TO REMEMBER

1. Look right for the job.
2. Be on time, coming and going.
3. Do the work that has to be done.
4. When you're at work, work.
5. Be polite to everyone. Get along with people.
6. Do what you are asked to do.
7. Get to be good at your job.
8. Be able to take instructions.
9. Be able to take criticism.
10. If you can't come to work, call your boss and tell him.

IN

KEEPING A JOB

NS. CURR. DEV. CNTR., U.N. -899-6

Name_____
Date_____

EXERCISE 2
KNOWING WHEN A RULE IS BROKEN

Instructions: Read and complete the following exercise.

How well do you understand what you have just seen and heard about keeping a job? Can you spot the rules being broken in the following statements? Put the number of the rule on the line by each statement.

_____1. "Mary punched my time card for me yesterday when I was late, so today I'm doing it for her."

_____2. "Sorry I couldn't call to tell you I wouldn't be in yesterday. Hope it didn't cause you any trouble."

_____3. "I've been looking for that wrench you wanted, but I just can't seem to lay my hands on it."

_____4. "Oops, here comes the boss; and I haven't finished that letter. I'll call you back as soon as he's gone."

_____5. "A laugh a minute, that's me!"

_____6. "That's not my job!"

_____7. "You've got some nerve talking to me like that. Who do you think you are?"

_____8. "That's not how we learned it in school."

_____9. "If Mr. Smith corrects me one more time, I think I'll quit."

____10. "That's not my job, and I won't do it."

Learning Packet 3

PERSONAL HAPPINESS AND FULFILLMENT WHICH COME FROM WORK

Prepared by

Mrs. Doris Love
Warren Central High School

To the Teacher

The purpose of this packet is to provide an audio-visual learning experience which shows the student that there are rewards received from working other than the money we receive. It also points out some frustrations. It is designed to be used by one student at a time as an individualized learning experience. Describe the packet and its purpose to the students, and give them instructions on how to proceed.

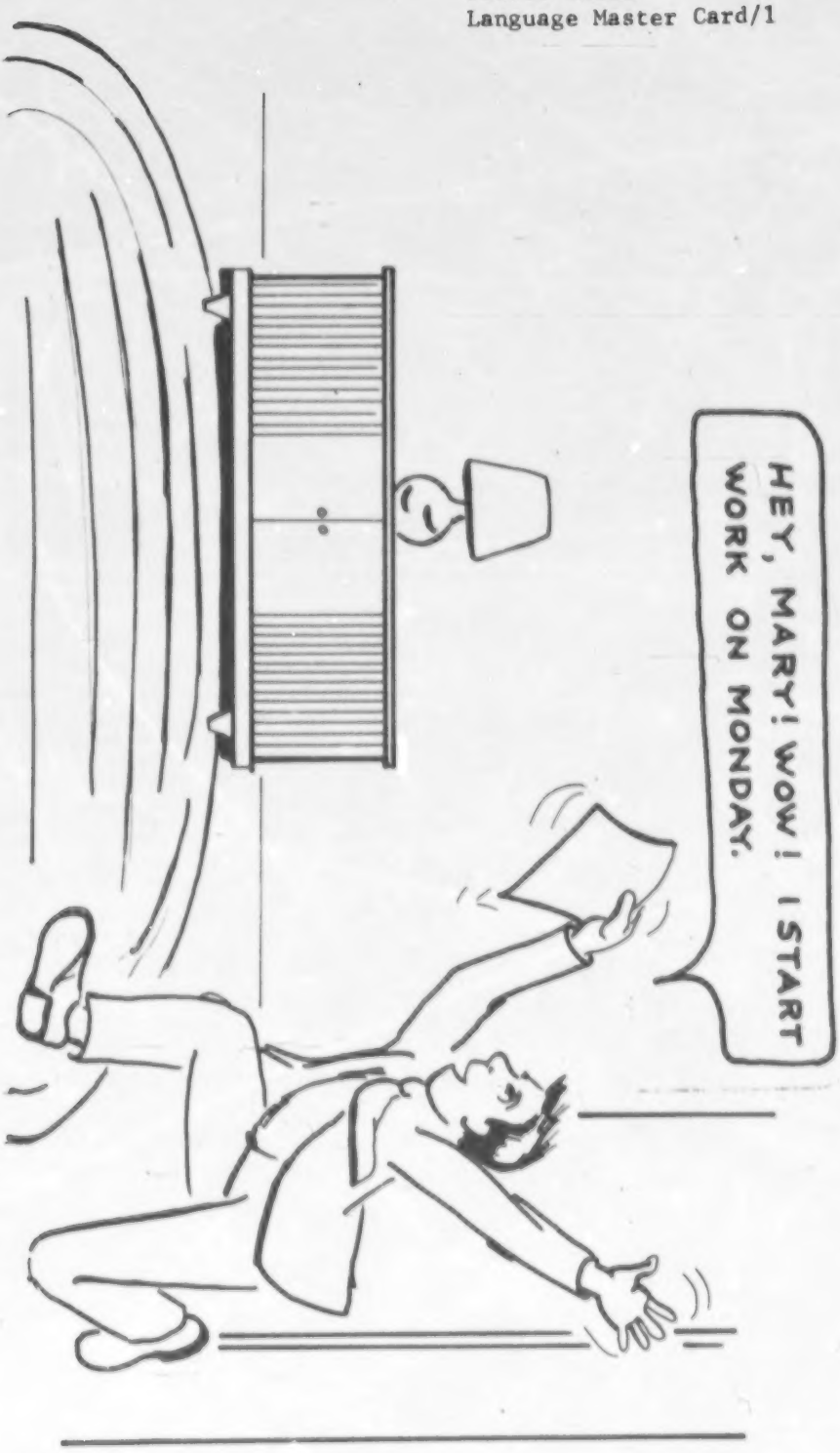
Materials Included

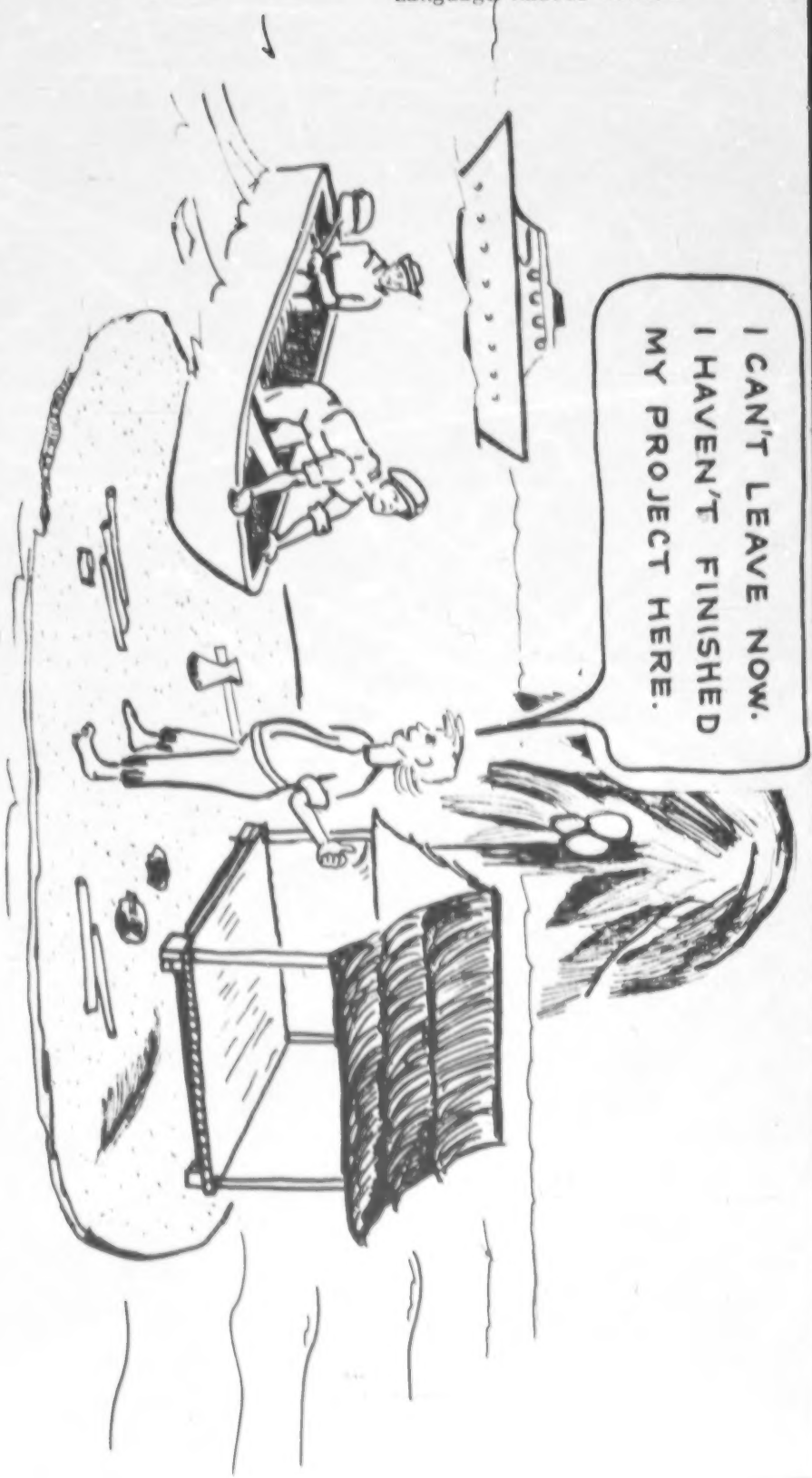
9 cartoons with captions

Attach the cartoons to language master cards. Then record the captions on the sound strip. Add any additional comment or instruction you wish to make to help the student identify what evidence is shown that work is fulfilling.

Objective for the Student

1. Tell how each cartoon shows that working rewards a person.
2. List some frustrations related to work.


HEY, MARY! WOW! I START WORK ON MONDAY.


I CAN'T LEAVE NOW.
I HAVEN'T FINISHED
MY PROJECT HERE.

I SAID MOVE
NOT MOO!

WE FINISHED IT IN ONE FELL SWOOP OF 15 HOURS. WHEW! WHAT A WONDERFUL DAY!

YOU BET HAVEN'T HAD BUT PLAY, PLAY
I'M SURLY! A THING TO DO FOR A WEEK!

IT'S A BEAUTY! YOU AND I BUILT THAT, MIKE.
YEAH!

IT SURE WOULD BE NICE TO BE UP THERE FLYING ALL OVER THE PLACE EVERY DAY.
IT SURE WOULD BE NICE TO HAVE YOUR OWN FARM AND STAY PUT.

HEY, HELEN, LOOK! IT WAS TOUGH BUT I DID IT!

THE BOSS has been on me all day and now you're nagging.

Prepared and Issued By

Curriculum Development Center
Resource Center For Special Vocational Education Teachers
Department of Vocational Education
University of Kentucky
Lexington, Kentucky

In Cooperation With

Kentucky Department of Education
Bureau of Vocational Education
Special Vocational Functions Unit
Frankfort, Kentucky

April, 1974

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